DOCUMENT RESUME

ED 167 734 CE 019 282

TITLE	LaGuardia Community College: A Model for a Comprehensive Career Educational Approach to Higher Learning. Final Report.
INSTITUTION	La Guardia Community Coll., Long Island City, N.Y.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE	Sep 77
CONTRACT	300-76-0329
NOTE	100p.; For related documents see CE 019 283, ED 132 284, and ED 138 786
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Career Education; Career Exploration; Community Colleges; *Community Involvement; *Cooperative Education; Faculty Development; *Fused Curriculum; Internship Programs; Leisure Time; Objectives; Postsecondary Education; *Program Development; *Resource Centers; Skill Development
IDENTIFIERS	Education Amendments 1974

ABSTRACT

Divided into two parts, this document describes the comprehensive career education model at LaGuardia Community College (New York). Introductory material in part 1 includes a general overview of the project, a description of the U.S. Office of Career Education contract which enabled LaGuardia to expand its career education efforts, and a description of the setting and project objectives. Project activities prior to the O.C.E. contract, the contract objectives, developments during the contract period, and a summary and recommendations are presented for the following activities: (1) implementing a career resource center; (2) using cooperative education as the reality test of career education concepts and skills; (3) involving the teaching faculty in career education infusion; (4) collaborating with the business, labor, industrial, and public sectors; and (5) facilitating the productive use of leisure time. Finally, the agenda for a national conference conducted to demonstrate the project results concludes part 1. Part 2 outlines the tasks, activities, and time frames corresponding to the attainment of the contract objectives. (CE 019 283 contains the project evaluation report.) (BM)

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LaGuardia Community College

A MODEL FOR A COMPREHENSIVE CAREER EDUCATIONAL APPROACH TO HIGHER LEARNING

Final Report

Prepared for

The Office of Career Education
United States Office of Education

Contract Number 300760329

September, 1977

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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VOLUME I

I. INTRODUCTION

> There is no doubt that, if the promise of career education is to be realized, the concept must be extended to all of post-secondary education.
>
> Dr. Kenneth Hoyt, Director
> Office of Career Education
> U.S. Office of Education, 1976

A. General Overview

This report describes a career educational model in effect at LaGuardia Community College of the City University of New York that has been systematically developed over the past 6 years, since the college opened its doors. Specifically, it reviews LaGuardia's objectives and accomplishments in career educational programming as it operated under a U.S. Office of Education contract from July 1, 1976 - September 30, 1977. Briefly, the contract was designed to demonstrate career education in a community college by establishing a Career Resource Center; providing in-service education to faculty; providing work experience opportunities to its student body; providing information on the productive use of leisure time to both staff and students; involving the liberal arts faculty; and utilizing personnel from the business-labor-industry communities to facilitate the career educational pursuits of its student body.

Thanks to the contract, LaGuardia was able to expand its career educational effort with a greater intensity than would have been possible had it been forced to rely solely on tax-levy funds from a City and State wracked with financial difficulty. The College's programmatic evolution during the past 15 months has much to say to faculty, staff and trustees of the hundreds of other community colleges around the country. Our findings can facilitate career educational implementation and/or expansion at other campuses. What LaGuardia has learned from its concentrated effort during the contract year should help others both to avoid pitfalls in the institutional change process, and to adapt validated approaches to their campuses.

That national interest in LaGuardia's career educational pursuits has been intense is not surprising. Community colleges, as well as other post-secondary institutions, are undergoing a period of self-examination. Policy-makers and practioners are seeking ways to meet the educational needs of emerging groups and to better prepare students for a difficult and increasingly demanding labor market, Career education has become a focal point of LaGuardia's mission, and, perhaps, will become more central to other two-year colleges seeking redirection in the midst of the declining traditional college-age population. If this report and other dissemination efforts help such colleges to incorporate the career education concept, the federal contract will have achieved its purpose.

B. LaGuardia's O.C.E. Contract

LaGuardia Community College has been functioning as a career educational institution since its inception in 1971. Its three major divisions (Student Services, Instructional, and Cooperative Education) have continually evolved toward each bearing primary responsibility for the programmatic delivery of one of three major career educational activities required of all students. The Student Services Division provides programs focusing on career exploration; the Instructional Division teaches career educational concepts and skills development; and the Cooperative Education Division provides a full program of work internships designed for students to reality-test the respective inputs of the other two divisions. (It is worth noting at the outset that three full-time cooperative education internships, each generating three academic-credits, are required of all students, both career and Liberal Arts majors.)

The RFP* presented objectives that were neither conceptually nor programmatically new to LaGuardia. What it did offer the college, however, were the resources to: 1. Expedite the development and progressive refinements of various

*"Request for Proposals"

programmatic activities that otherwise would have taken a number of academic years; 2. Round off its career educational offerings toward providing comprehensive career educational programs to its entire student body; and 3. Better integrate and coordinate the career educational programmatic activites provided by its major divisional entities.

LaGuardia has made significant accomplishments during the contract period (7/1/76 - 9/30/77) in all three of these intended areas, in accordance with its proposal for delivering the objectives of the RFP.

C. Organization of Final Report

This report has been organized into three volumes: Volume I, directed primarily toward post-secondary program planning and policy-makers, presents for each major contract area the prior status of such activities at LaGuardia, the contract's objectives falling within that area, the developments during the contract period and, finally, summary recommendations for its intended primary audience; Volume II, directed primarily toward contract monitors, presents the specific tasks and activities conducted under the contract for each objective and when they were completed; and Volume III, directed toward general audiences interested in data-based outcomes, presents the results of outcome studies that were amenable to being conducted and completed during the contract period.* Briefly, the purpose of the three-volume approach was to enable the reader to directly have access to, and to focus on his/her particular area of interest.

Further, as literally thousands of pages of curricular deliverables were developed during the contract period across the spectrum of the major contract areas, this report presents digests of these where called for, as the costs of producing an entire set of such deliverables as appendices to each of these 500 final reports is obviously both prohibitive and wasteful. We ask that those readers who are interested in receiving specific course-program curricula notify us of such desires so that we may forward them to you.

*Volume III is available from the Project Directors of LaGuardia's Career Education Program.

D. Acknowledgements

Briefly, we wish to thank the following individuals for their significant contributions to the successful fulfillment of the contract.

Dr. Kenneth Hoyt, Director, Office of Career Education, for personal encouragement and his recognition that career educational activities at the post-secondary level are key toward the effective k -- Ⓓ career education of our citizenry.

Mr. Gerald Elbers, Project Officer, Office of Career Education, whose support, encouragement, constructive criticism and project direction were critical toward our accomplishments.

The American Association of Community and Junior Colleges, and particularly to Vice President Richard Wilson, for A.A.C.J.C.'s contributions to LaGuardia's career educational developments.

The entire professional staff of LaGuardia College, whose receptivity toward change involved an almost resistant-free atmosphere to pursue the many activities contracted for. In this regard, special acknowledgment are due to Dr. Joseph Shenker, President, Dr. Harry N. Heinemann, Dean of Cooperative Education, Dr. Martin G. Moed, Dean of Faculty, Professor William Hamilton, Dean of Student Services, Professor Augusta Kappner, Dean of Continuing Education and Mr. Joseph Stapelton, Dean of Administration.

Those one-hundred plus professional staff members who partook in the actual development, implementation and dissemination stages of the project.

And, finally, Fran Giliberti, Elaine Colucci, and Charlotte Fechter who served the project as administrative assistants in addition to their regular job functions, and who are responsible for the preparation of this final report.

Dr. Irwin Feifer, Dr. Jeffrey Kleinberg, Ms. Ellen Kennelly
Project Directors

Long Island City, New York
September, 1977

II. LAGUARDIA COMMUNITY COLLEGE: THE SETTING FOR THE CAREER EDUCATIONAL MODEL

A. INTRODUCTION

LaGuardia Community College is a unique institution of higher education which, from its inception, has provided career educational programmatic services for its diverse constituencies; i.e., high school graduates, adults, bilingual students, veterans, etc. The College opened in 1971 with a mandate from New York City's Board of Higher Education to be the first total cooperative education community college in the nation. All full-time students in all curricular areas (Business and Liberal Arts) complete the 3-month full-time internships for academic credit. Courses and support services reflect the extensive commitment that the College has progressively made to career education, with Cooperative Education being one of its primary implementation vehicles*. As a result, most of the tasks required in the RFP were currently being performed or were in the planning-developmental stage at the time of the contract. In short, this proposal is directed at the incremental sharpening and/or enhancement of these tasks, rather than their more costly initial development.

1. THE COLLEGE

LaGuardia College is a comprehensive two-year institution that is part of the City University of New York. Both transfer and career-oriented programs are offered in the areas of Liberal Arts and Business. Emphases are also placed on basic skills developmental programs for students manifesting deficits in reading, writing and oral communications, personal, academic and career advisory services and a broad community-oriented Continuing Education program to meet the needs of adults served by the College.

*LaGuardia's operational definition of Cooperative Education treats job performance as but one of its learning objectives, others being work value clarification, career exploration and the reality-testing of concepts and skills learned in the classroom; i.e., a career educational concept of Cooperative Education.

The College opened in 1971 with a full-time enrollment of 540 students. By 1976 this number had grown to approximately 3,000 full-time undergraduates. In addition, approximately 4,500 adults are now taking either credit or non-credit course work at the College, most of whom have returned to school to explore or prepare for new careers.

The full-time students at LaGuardia are typical of an urban community college. In general, they are first generation college students, coming from lower-income backgrounds. The population is ethnically mixed, with approximately 43 percent white, 34 percent black, 9 percent Puerto Rican, 7 percent other Hispanic backgrounds, 3 percent Oriental, and 4 percent other. Most have been marginally successful in high school, with almost two-thirds of the freshmen reporting a high school average below 75 percent. Based upon its experience to date, the College believes that Cooperative Education is particularly appropriate to the urban, open-admissions student who has been less successful in traditional learning situations.

2. COOPERATIVE EDUCATION

The program at LaGuardia Community College provides structured opportunities for all students to: apply knowledge and skills learned in the classroom to the realities of non-classroom situations; explore, or confirm various career options; and clarify their work values through an understanding of the work environment. More than 300 companies participate in this collaborative program.

LaGuardia is considered a national prototype for Cooperative Education. In a Congressionally mandated study on the effectiveness of Cooperative Education, only two programs, LaGuardia Community College's and Northeastern University's, have been selected as models against which some eighty other Cooperative Education programs will be evaluated. LaGuardia

Community College was selected by the Cooperative Education Association to house the National Journal of Cooperative Education. A member of the Cooperative Education Division was elected to the national steering committee of CAEL (Cooperative Assessment of Experiential Learning... a Carnegie-funded project of Princeton's Educational Testing Service). A representative of the Division has also testified before the U.S. House of Representatives on the impact of Cooperative Education on urban, inner-city students. Faculty members for the Cooperative Education Division continually are requested to serve as program consultants to numerous institutions throughout the country.

3. STUDENT COUNSELING AND ADVISEMENT

One of the most innovative aspects of LaGuardia's Student Services program is its concept of counseling. Instead of providing "therapeutic services" to, at best, only 15 percent of the student body, LaGuardia provides academic and career guidance and advisory services to 100 percent of its students. The essential ingredient in this approach is the College's advisory team, comprised of members of the instructional, counseling, and cooperative education professional staffs, which provides coordinated career educational guidance services to each student. As soon as a student is admitted to the College, he is assigned to an advisory team. Student attendance is required at weekly meetings among a given team and their particular group of students.

4. PROGRAMS FOR ADULT POPULATIONS

LaGuardia Community College has adapted its Cooperative Education program to provide an innovative Career Education curriculum for adults. The approach seeks to integrate prior knowledge and life experiences of adults with educational programs in the business and liberal arts areas. Cooperative Education is the process by which adults develop greater

awareness, explore new career directions, prepare for upward or lateral mobility and develop an understanding of "career flow." Extensive outreach-oriented and specialized programs, tailored to the specific needs and levels of LaGuardia's various adult constituencies, serve over 4,500 students.

5. RELATIONSHIPS WITH PRIMARY AND SECONDARY SCHOOLS

LaGuardia pays particular attention to the level of career development of incoming students, most of whom come from Western Queens. Working with School District #30, the College directs a sequential program of Career Education from K through 14, first developed in 1975-6 under an incremental improvement grant from the U.S. Office of Career Education. In the first phase of this project, a Career Education model was created to facilitate the retrocession of some of the current LaGuardia remedial Career Education development activities to earlier and more appropriate grades. This Career Education model is designed to progressively enhance student decision-making skills as they move through the school grades.

LaGuardia Community College and the Municipal High School Bureau of Cooperative Education have received support from the New York State Department of Education to develop and implement a sequential Cooperative Education curriculum from Grades 11 through 14, based on sequential instructional inputs corresponding to the objectives of sequential work experiences. LaGuardia's current career development seminars serve as the programmatic model for this effort, providing them in simplified form in Grades 11-12, wherein students who attain their objectives receive advance standing credits upon entering LaGuardia Community College.

This secondary school-LaGuardia relationship is particularly evident in LaGuardia's Middle College. In cooperation with New York City's

Board of Education, the College offers an alternative secondary school program that combines the 10th through 12th year high school grades with the two community college years --- a unique sequential five-year educational entity. Approximately 300 students are currently attending the Middle College. Program areas receiving primary emphasis in Middle College include career exploration; reality testing of careers through Cooperative Education and basic skill instruction integrated into those subject-matters which serve as feeder courses for college-level offerings.

In summary, LaGuardia Community College's programs have long reflected a multi-faceted commitment and approach to implementing Career Education for all levels of students within the educational community that it serves.

B. Project Objectives

In accordance with both the Office of Education's initial specifications and LaGuardia's proposal, the College has attempted to achieve the following key contract objectives from July 1, 1976 to September 30, 1977:

1. Establish a Career Resource Center.

2. Insure that career related work experience opportunities are provided both for students enrolled in occupational education programs and for students enrolled in liberal arts curricula (including pre-professional curricula).

3. Conduct a systematic program for involving all faculty members in infusing career education concepts into their instructional activities.

4. Secure the involvement of the business-labor-industry-professional community in a collaborative (rather than simply a cooperative relationship) with the community college.

5. Provide offerings for community citizens (both youth and adults) interested in the productive use of leisure time, incorporating the concept of "work."

6. Conduct a national conference designed to demonstrate the results of the project.

This final report will treat separately LaGuardia's accomplishments that correspond to each of the above objectives.

Each section will include a summary of the status of the programmatic component prior to the onset of the contract period, LaGuardia's specific objectives for the contract period, developments during the 15-month contract, and recommendations to other community colleges that have emanated from our experiences.

III. IMPLEMENTING A CAREER RESOURCE CENTER

A. LaGuardia Activites Prior to O.C.E. Contract

The Career Resource Center (CRC) is both a multi-modal educational and career planning facility and a coordinating mechanism that promotes articulation among the various career education offerings throughout the campus. In fulfilling the former function, the CRC provides print-based, computer-generated, personal consultation to community college students, high school youngsters, residents of the surrounding area, and faculty seeking to expand the career-relatedness of their classes.

The CRC supports LaGuardia's many career development programs which are tailored to the needs of these groups by fulfilling, on a prescription basis, the informational and assessment needs of the referred users. As a coordinating mechanism, the CRC, as it has evolved at LaGuardia during the contract period, has played a role somewhat different from the one initially described in the Office of Career Education's "Request for Proposals." The RFP stated:

> The existing college admissions, career counseling, and placement functions of the community college are to be consolidated into and coordinated with other activities of the career resource center in ways that increase the potential for additive, rather than competitive, efforts. The Career Resource Center, in addition to housing staff members assigned to the admissions, orientation, career counseling and placement functions, is also to house staff members required for work experience and cooperative education programs, and as a special feature, staff and provisions for career exploration simulation activities.

As a result of an extensive planning process during the early part of the contract period, it was decided that the CRC as a concept, is an essential component of career education at the two-year college. The CRC at LaGuardia, however, was planned as a key ingredient for most campus career education efforts, but not as the consolidated site for all career education support staff (admissions, freshmen orientation, etc.).

At LaGuardia, almost forty full-time professionals in three major divisions are performing the functions that the RFP placed in the CRC. On the other hand a smaller community college, or one newer to career education, might find it feasible and essential to centralize all career educational support staff in one space. The recommendations that conclude this section underscore the importance of the C.R.C. concept, but call for its being tailored to the nature and stage of development of career education at its host college.

Since LaGuardia's opening in 1971, the college has operated what was then called a Career Advisory Center (CAC). The facility included updated occupational-vocational information. Government-produced and commercially-marketed books, pamphlets, filmstrips and sound cassettes were easily accessible. Further, the City University, through a grant from New York State, selected LaGuardia's Career Advisory Center as one of several sites to house a computerized occupational information system. A "People Resource File" listed on-campus specialists eager to discuss opportunities in, and requirements for their respective career areas. A trained paraprofessional career information specialist, supervised by the College's Director of Counseling, maintained the library, provided orientation sessions to student inquirers and oversaw the computerized occupational information system.

Users of the CAC included high school, college and disabled students referred by their respective counselors, cooperative education coordinators, faculty advisors, teachers, and internship employers. Classes of students were brought to the CAC by counselors who conducted weekly, required Freshmen Advisory-Orientation seminars

and by teachers of Cooperative Education Internship seminars. Student walk-ins represented the other leading category of CAC users.

Materials housed in the CAC were also utilized by teaching faculty seeking to infuse career education into their regular courses as necessary to relate classroom instruction to work-internship activities.

While the CAC was utlized extensively, a number of deficiencies were identified:

1. The lack of either a student - or faculty-user guide made the CAC informational search and follow-up planning somewhat haphazard;

2. The low profile of the CAC made classroom (including orientation group) use of it sporadic;

3. The absence of a "campus perception" that CAC usage should systematically build upon prior visits to the CAC resulted in some duplication of student advisement and career exploration activities;

4. The reliance on a relatively passive mode of career data acquisition, e.g., reading materials, proved to be a "turn-off" to some, more action oriented users.

College staff hoped that the concentrated planning and organizational capability that would result from the O.C.E. contract would correct these deficiences. The stregthened facility, renamed the Career Resource Center, would become a highly visible presence on campus and in the community and would support and improve the articulation among career education components.

B. Contract Objectives

A major objective of the contract was to enhance the coordination of campus programs and services to provide a more systematic approach to career education. Four divisions of the college (Student Services, Instruction, Cooperative Education and Continuing Education) were to broaden the operational linkages between their respective career development offerings and the CRC. Using the CRC space, staff and resources, the four college divisions also planned to intensify in an integrated manner the career exploratory activities of the student body.

C. DEVELOPMENTS DURING THE CONTRACT PERIOD

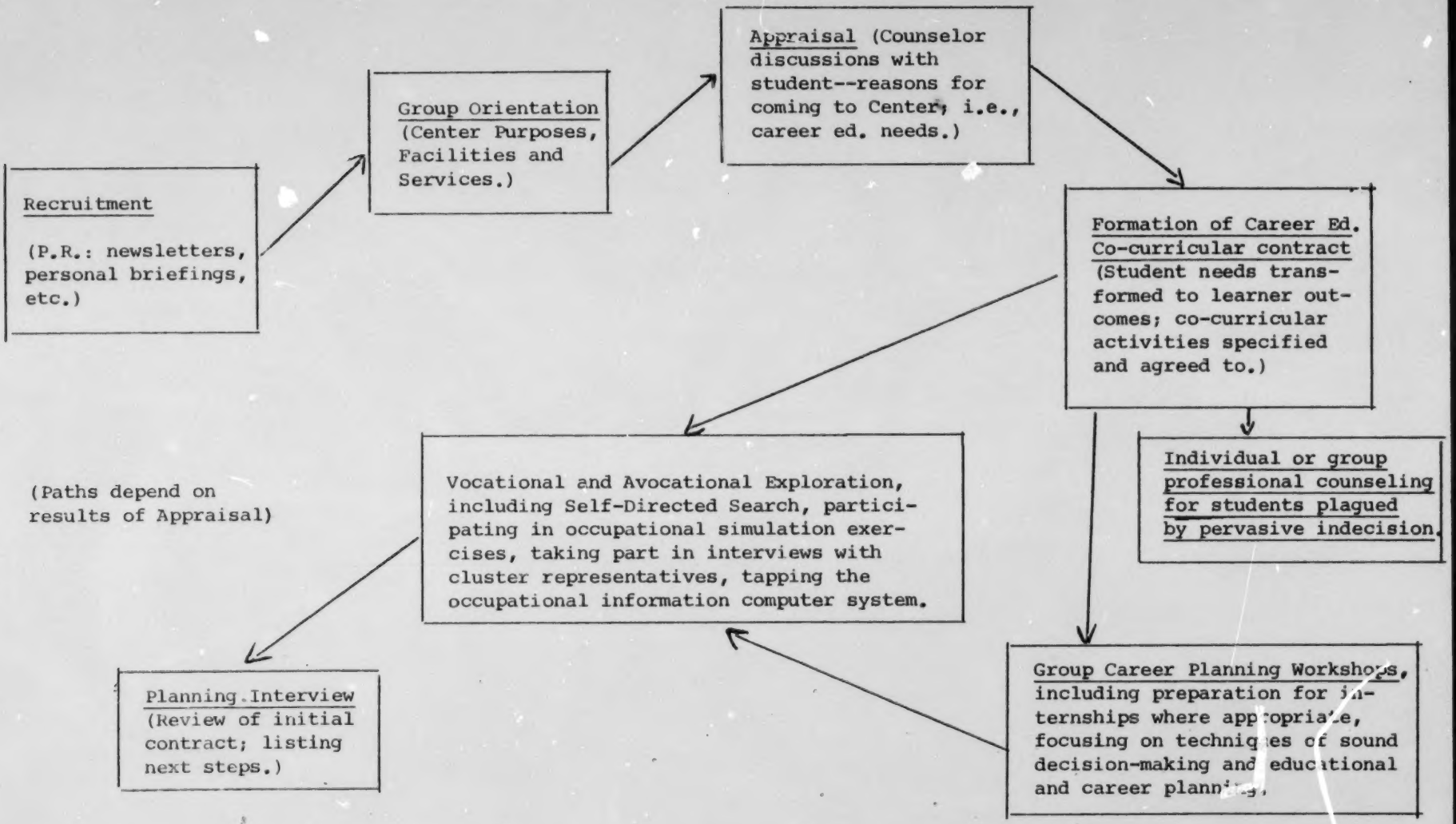
The Career Resource Center has become a centralized clearinghouse of campus services designed to help achieve career educational learner outcomes. Conceptually, the CRC provides service directly to student (high school, college, and community) users as well as indirectly through pre-structured assistance to their teachers who, in turn, infuse career educational themes into academic subject-matter. CRC user evaluations reveal strong satisfaction with CRC services. (See Volume III

Figure A depicts student flow through the CRC as it provides exploratory opportunities directly to student users.

Recruitment of student-users depends heavily on outreach programs. Expecting clientele to walk-in, unrelated to programmatic offerings, is not viewed as a successful way to generate business on a non-residential campus where potential users have extremely heavy commitments to both families and part-time, income-producing jobs. Furthermore, the vast majority of potential CRC users have had negative guidance experiences in high school. Without organized outreach efforts designed to bring in CRC users the facility would be underutilized.

Organized "bring-them-in" efforts at LaGuardia include registration of all freshmen for a required first quarter Freshmen Advisory Hour, registration for required career-development seminars provided concurrently with student cooperative education internships, and scheduled visits to the CRC of the community's elementary and secondary school students.

FIGURE A - CAREER RESOURCE CENTER: CAREER EDUCATION ACTIVITIES FOR STUDENTS


Recruitment
(P.R.: newsletters, personal briefings, etc.)
Group Orientation (Center Purposes, Facilities and Services.)
Appraisal (Counselor discussions with student--reasons for coming to Center; i.e., career ed. needs.)
Formation of Career Ed. Co-curricular contract (Student needs transformed to learner outcomes; co-curricular activities specified and agreed to.)
Individual or group professional counseling for students plagued by pervasive indecision.
(Paths depend on results of Appraisal)
Vocational and Avocational Exploration, including Self-Directed Search, participating in occupational simulation exercises, taking part in interviews with cluster representatives, tapping the occupational information computer system.
Planning Interview (Review of initial contract; listing next steps.)
Group Career Planning Workshops, including preparation for internships where appropriate, focusing on techniques of sound decision-making and educational and career planning.

The Freshmen Advisory Program consists of at least six sessions and is conducted in a group of 20-30 students who have the same major. The sessions are led by the student's long-term advisement team consisting of a counselor, a cooperative education coordinator and a faculty advisor from the student's major area. The objectives of the weekly sessions are:

1. To introduce the freshmen to resources available at the College;
2. To help each incoming student identify potential problem areas that, if not adequately addressed, could interfere with the achievement of his or her personal goals for attending LaGuardia;
3. To assist each new student in choosing a career goal and planning for its attainment;
4. To aid each student in planning academic and cooperative education programs; and
5. To help each student register for the next, and subsequent academic quarters.

The next organized conduit to CRC use is the Cooperative Education Preparatory Advisory Hour that is scheduled in the student's second or third quarter of the freshmen year. Under the leadership of the student's cooperative education coordinator, the objectives of the six group-based sessions are:

1. To aid the student in assessing and projecting his or her abilitites;
2. To establish the internship as an educational as well as a vocational experience;
3. To identify feasible and individualezed learner outcomes for the upcoming work experiences and select suitable internship possibilities.

Other users are brought to the CRC in conjunction with community-based LaGuardia offerings. The Middle College High School, a Board of Education alternative program conducted by LaGuardia, requires extensive use of the CRC resources as part of its credit-based career education curriculum. School District 30 in Queens buses elementary and junior high school students to the CRC for exposure both to college opportunities as well as to career options. The LaGuardia Women's Program, designed

to assist individuals to prepare for reentry into the labor market after a long absence from it, and non-credit continuing education workshops, are still other illustrations of the organized way in which clients are referred to the CRC.

The orientation-appraisal-prescription-subsequent planning- and evaluation phases of the CRC process are facilitated by the student user workbook, "A Guide to Successful Career Planning at LaGuardia." This student workbook coordinates orientation and career planning activities by introducing students to the ways in which the CRC can be utilized in their progressive exploration activities. It enables students to identify their skills, interests and life-style hopes and to systematically research careers compatible with them.

The Student Guide has proved an effective vehicle for achieving Advisory Hour goals and preparing students for subsequent and more advanced career planning activities.* Designed for group counseling sessions, it provides a stimulant to discussion and a tool for student self-assessment and career research. The group format allows students to check the accuracy of their self-perceptions and career interests with their peers.

With the assistance of their Faculty Advisory Team, students complete various self-inventories in the Guide. They first rate their skills and interests, ranging from those of a general nature, such as reading, writing and speaking, to those of a more specific nature such as typing, crafts or mechanics, to personal qualities such as organization and leadership. They then consider questions of life style aspirations; e.g., "Do I prefer to work at the same or different things every day?" and "Do I wish to work regular hours or to make my own hours?"

The separate inventories are compiled into a profile which is then compared with programs offered at the College. This is especially important for students who may have chosen a major field of study as a result of external factors, rather than based on realistic knowledge of themselves or suitable career options. The Student Guide also uses the field-level classification system develop by Ann Roe

*See Volume III for supportive data.

to help students identify career families corresponding to various fields of study and liberal arts skills areas. Students then select three careers for which they three careers for which they will do preliminary research in an effort to narrow down their career choices. It is at this point that students are oriented to the Career Resource Center. The CRC manager introduces students to the resources available there and discusses how the Center can assist them in their career exploration. Students return to the CRC to complete their research in accordance with previously devised aims, concluding their activities with individual counseling and planning sessions at the CRC with members of the advisement team.

The Career Exploration phase of the CRC process utilizes print-based materials, computer-generated career data, simulation modules, and guest speakers from the business and labor community.

The CRC maintains an updated collection of government and professional association pamphlets and books. The readability and accuracy of the material are carefully reviewed before being added to the collection. The CRC staff is well-acquainted with the scope of the offerings and directs student users to appropriate information resources.

A computer program, administered by Time Share, Inc., provides students with career and educational information in a format that excites many students who are not very print-oriented. Although Time Share, Inc., does make an effort to keep career information current, CRC staff monitors the print-outs and are quick to point out to the students the need to confirm some of the computer-generated data which appear outdated.

Career samples provide a third source of CRC-sponsored exploration. This simulation, for economic, as well as logistical reasons, is housed outside of the CRC in existing and equipped college laboratory or other facilities. It would have been duplicative and cost-ineffective to locate these simulation sites within the CRC.

Each institution must, of course, consider the use of simulations based on its own programs and its own resources. Some institutions simply use video tapes and slide shows; others have gone a far more sophisticated route and have placed students in rather elaborate circumstances which closely simulate the work situation. In some cases the simulation is done under the direction of the CRC director and at the Center, in others it is done at various places on and off the campus but is coordinated by the CRC director, and in still others the simulations are decentralized physically and in responsibility. Our experience has shown that where adequate laboratories and other facilities exist, and are available for other-than-course related activities, simulation can effectively be offered there. Such simulation, it seems, would be of great help particularly for students undecided about career goals if provided in their early months at college.

Although the primary career "reality test" takes place on the eventual internship, a small segment of each entering freshmen class, undecided about their career goals, finds it difficult, if not impossible to engage in useful career exploration prior to the work experience. These are the students for which the career samples, a set of on-campus simulation activities, has been developed.

In a series of one-hour modules, using existing college laboratories, students have the opportunity to explore activities associated with careers in Data Processing, Occupational Therapy, Mental Health work and Child Care work.

The basic simulation format includes a discussion by a representative of the field, who outlines specific worker requirements including the knowledge, interests and skills essential to the profession. Students then participate in an activity, representative of the occupation, to explore their interest in the field, to test their skills as they apply to that field, and to decide whether they wish to pursue further investigation of the field.

In Data Processing, for example, students learn the difference between a computer operator and a programmer and the skills required of each. They discover that computers have diverse uses from controlling complex assembly machinery in

industry to monitoring patient life signs in surgery.

Students then embark upon a simulation exercise in which their first task is to connect a typewriter-like terminal to the computer.* They follow programming instructions to search for and run a program called "Star Trek" on the computer.

For matriculated Upper Freshmen and for non-matiriculated community residents, career information is provided by representatives from the employer sector. Key to the success of the Career Resource Workshops is the planning that occurs prior to the workshops. Represenatives from the business, labor, governmental enterprises are briefed in advance by the college personnel conducting the workshops as to the career maturity of the students and the specific areas of student inquiry. At the same time, workshop participants prepare in advance, with the guidance of LaGuardia staff, the questions they will ask.

Additional CRC career-development opportunities are offered in a systematic way at LaGuardia, but not under the physical roof of the CRC. For example, Admissions and Transfer counseling takes place in the Admissions Office upon direct referral from the CRC. Simulated job-interviews and assistance with resume-development occur in the Cooperative Education Preparatory Advisory Hours. While this course is not housed in the CRC, students are systematically referred to the CRC for individual skill-building in these areas.

In an indirect mode, the Career Resource Center facilitates student career development by assisting teaching faculty. CRC staff developed a "Faculty Guide to Career Education" which orients teachers to the Career Education concept and catalogues specific methods of infusion. The flow of faculty-users of the Center and the related Guide is depicted in Figure B.

The Faculty Guide, which is the key to successful faculty involvement in Career Education, reviews in detail the resources available at the College for infusing career education into academic coursework. (Table I provides a summary of these resources.) The implications of Career Education are highlighted in a

*See Volume III for data concerning the effectiveness of these career samples.

unique grouping of career options using the Roe Occupational Classification System. The categories are matched with LaGuardia's major fields and Liberal Arts skills to illustrate the variety of careers within a given field based on job activities. Intended as a sample of how the Roe classification can be used, it nevertheless assists instructors in demonstrating the career options resulting from their particular field of study.

Methods to build upon a successful connection between education and work are grouped according to classroom-infusion themes:

-- The application of skills and knowledge to contemporary issues;

-- The career preparation that results from the occupational and coping skills taught;

-- The career implications of success or failure, high interest or low interest in a given course;

-- The correlation among academic disciplines that indicates ways to increase employability and prepare for an uncertain labor market; and

-- The recreational use of the subject matter presented.

FIGURE B

CAREER RESOURCE CENTER: ASSISTING FACULTY TO INFUSE CAREER EDUCATION IN THE CLASSROOM

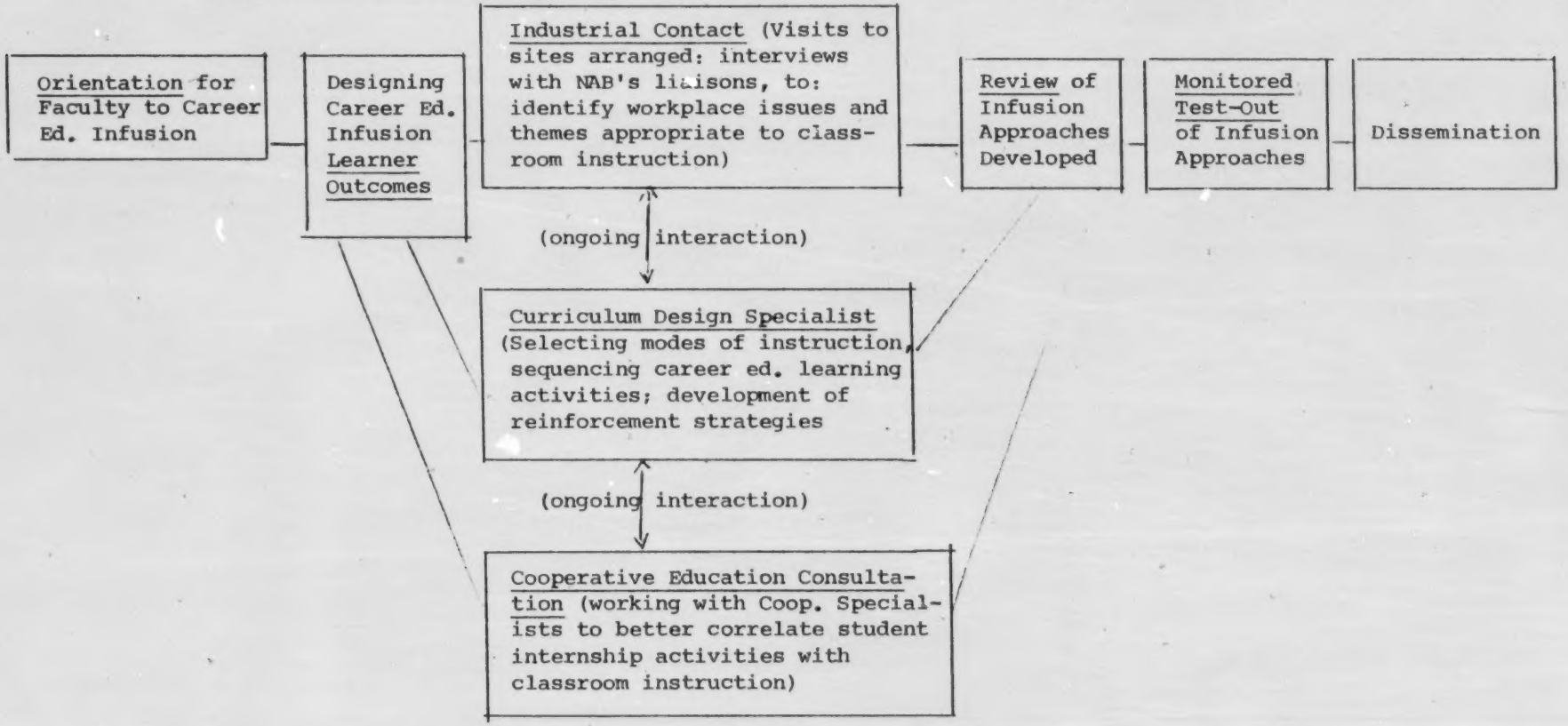

Orientation for Faculty to Career Ed. Infusion
Designing Career Ed. Infusion Learner Outcomes
Industrial Contact (Visits to sites arranged: interviews with NAB's liaisons, to: identify workplace issues and themes appropriate to classroom instruction)
Review of Infusion Approaches Developed
Monitored Test-Out of Infusion Approaches
Dissemination
(ongoing interaction)
Curriculum Design Specialist (Selecting modes of instruction, sequencing career ed. learning activities; development of reinforcement strategies
(ongoing interaction)
Cooperative Education Consultation (working with Coop. Specialists to better correlate student internship activities with classroom instruction)

TABLE I

AVAILABLE RESOURCES FOR INFUSING CAREER EDUCATION INTO ACADEMIC COURSE WORK

	RESOURCES							
	ROE OCCUPATIONAL CLASSIFICATION SYSTEM	CRC COMPUTER	CRC MATERIALS	COOPERATIVE EDUCATION PRESENTATION	BLIP PRESENTATION	COUNSELOR PRESENTATION	FIELD VISIT TO WORKSITE	FACULTY GUEST PRESENTATION
Application					x	x	x	x
Preparation				x	x	x	x	
Implications	x	x	x	x		x		x
Correlations	x	x	x					x
Recreation			x					

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D. Summary and Recommendations Concerning the Career Resource Center

1. In established and comprehensive career-education community colleges, all career development support services need not be housed in one physical facility; extensive articulation and referral among the various services, however, results in "additive" rather than "competitive" programming.

2. The placement of a computer-assisted career information retrieval system within the CRC does not necessarily provide a higher level of data, but does serve to engage students who otherwise might not be comfortable with print-based media.

3. Staffing of the CRC with carefully selected and supervised paraprofessional career planning aides, who, themeselves, are recent two-year college graduates, takes advantage of the counseling gains associated with peer intervention; the aides are viewed by student users of the CRC as models and as credible sources of information.

4. Carefully devised programmatic links among the career education efforts conducted by the different college divisions is facilitated by high-level administrative planning for the CRC; as the college deans, in the initial phase of the contract year, met to correlate the various CRC-housed activities according to a sequential and developmental approach, they were also improving the articulation among all phases of the college's career education system.

5. Users of the CRC must be recruited in an active outreach program; organized, and in many cases, required career development courses successfully bring students to the CRC. To rely primarily on "walk-in" clientele, would result in a underutilized facility.

6. Collaborative working relationships with local feeder elementary, junior high and secondary schools, make the CRC accessible to the community's youngsters; however, CRC visits, alone, without classroom career education curricular articulation, up-and-down the grade levels, is not optimally effective.

7. Community-based educational programs tailored to the needs of non-traditional college students do benefit from CRC activities; however, curriculum planning is needed to magnify the impact of the CRC use.

8. A carefully constructed CRC student user guide ensures that CRC visits are coordinated with other career development offerings on campus, that CRC users are prepared in advance for CRC activities, and that CRC use and follow-up are tailored to the career development needs of the users.

9. Career simulation can be accomplished economically in existing college laboratories or facilities; simulation - LaGuardia's approach is referred to as "career samples" - is particularly suited to the student with an undecided major and serves to introduce him/her to a major career cluster and to stimulate the student to further the information search. (The Cooperative Education Internship provide a more extensive reality-test for the undecided major.)

10. Carefully oriented business and labor representatives can effectively supplement existant CRC-based career information.

11. Step-wise faculty user guide to the CRC orients teachers on how to use CRC and other campus resources to infuse career education concepts within their classroom.

IV. COOPERATIVE EDUCATION AS THE REALITY-TEST OF CAREER EDUCATION CONCEPTS AND SKILLS

A. LaGuardia Activities Prior to O.C.E. Contract

LaGuardia has required three credit-bearing work internships of all its full-time, day session students since it began operation in 1971. This cooperative education component has continued through the O.C.E. contract period. Contract funds have made it possible to systematically relate classroom instruction to the work internship experiences and to strengthen the coordination among career counseling, advisement, and Cooperative Education.

LaGuardia's Cooperative Education Program provides opportunities for all students (both Liberal Arts and Business Majors) to:

-- clarify their work values through a systematic understanding of the work environment;

-- explore various career options;

-- apply knowledge and skills learned in the classroom to non-classroom situations.

Cooperative Education at LaGuardia has three program components:

(1) Specialized instruction to prepare for the work-internship.

Students are required to complete the "Coop Prep" course, the objectives of which are to: enable students to set appropriate educational and career goals for the internship; help students select the most appropriate sequence of internships; provide skills necessary for obtaining the internship of their choice through teaching the students how to prepare resumes, fill out application forms, and successfully interview. The "Coop Prep" course syllabus includes:

SESSION	TOPIC
1	Introduction and Overview of Career Education Through Cooperative Education - Choosing Your Future
2	Identifying the Relationship of Work Values to Your Job
3	Knowing the Structure of Your Chosen Career
4	Stating Your Immediate Goals and Your Long Term Career Objectives
5	Specifying Your Step-by-Plan of Action
6	Applying Concepts You Have Learned to the Internship Work Experience
7	Putting All Your Skills Together for Your First Internship

(2) The Internship, Itself

LaGuardia is currently working with approximately 350 different employers as part of its cooperative education program. In their internships, students have the opportunity to choose from over 400 positions to test their skills and interests as accountant clerks, management interns, programming trainees, counselors, social work assistants, proof-readers, editorial assistants, etc. They usually work in the New York Metropolitan area for such companies as:

American Broadcasting Company
Arthur Anderson & Company (CPA)
Bloomingdale's
Chase Manhattan Bank
Chemical Bank
Citibank, N.A.
Colgate Palmolive
Continental Can Company
Exxon
Hearst Publications
I.B.M.
E. J. Korvettes
McGraw-Hill Publishing Company
Merrill, Lynch, Pierce, Fenner & Smith
Morgan Guarantee Trust Company
Museum of Natural History
Orbach's
Random House
Rockefeller Foundation

Joseph E. Seagram & Sons, Inc.
Standard & Poors
Trans World Airlines
Union Carbide Corporation
Young & Rubicom International

(3) The Internship Seminar

While on their internships, students are required to attend bi-weekly evening seminars, the purpose of which is to systematically guide their learning on the internship. Focusing on personal and career development, the seminars expand the learning outcomes available to the student over and beyond practicing on-the-job career skills learned in the classroom; in short, the internship is viewed as a laboratory, in the traditional sense, for both exploring and testing out career education concepts and ideas raised in the seminar. With background and contextual information provided by relevant topical literature, students are required to make first-hand observations about themselves and others in the work environment, wherein they examine their findings through group discussion with their peers and/or written reports. The seminars follow a developmental sequence, corresponding to the internship (first, second or third) undertaken.

First Internship Seminar: Work Values & Job Satisfaction

This seminar, concerned with the individual and the world of work, focuses specifically on the various personal needs that work can fulfill. Students are asked to gather information from their work experiences in order to identify their personal, social and economic satisfiers available from work. Concurrently, each student identifies those work needs which are of primary importance to him. Finally, considering both need priorities and available satisfiers, the students critically analyze the extent to which their internships represent satisfactory or unsatisfactory types of work situations. As the students develop the ability to identify what is important to them in jobs, they gain expertise in selecting suitable future work assignments, realistically appraising

available options. Specifically, the primary objectives for the student are:

1. To identify the various types of personal needs that work can satisfy and those that are of primary importance to him;

2. To appreciate the various options available to both employee and employer if certain jobs are not intrinsically satisfying;

3. To articulate the extent to which the present internship meets his primary work needs;

4. To better appraise and select suitable future career options and/or work experiences, from among available options, based on a greater recognition of his most important work needs.

Second Internship Seminar: Employment Opportunities in Your Career Field

This seminar offers the student the opportunity for exploration and research into the labor market realities of their major field. Through various vehicles (e.g., career publications and video-taped resources provided by LaGuardia's Career Resource Center, interviews with knowledgeable representatives of the student's internship organization, etc.) the student, usually working within a team of seminar peers, seeks answers to salient questions generated by the class; e.g., "What exactly is the nature of entry level jobs in the field," "What career paths are available and what are the requirements for upward mobility within them," etc. Pre-scheduled visits to, and use of Career Resource Center aids as well as Q. & A. sessions with guest authorities, are significant components of this seminar. (For Liberal Arts students who have yet to decide on a major field, this seminar places greater emphasis on exploring the suitability of various career options.)

Third Internship Seminar: Independent Research Project

This seminar, designed primarily for students about to graduate, offers an opportunity for independent research and exploration in the student's chosen field of interest. The student identifies a project topic, drawn from the internship experience, and develops it into a project that will hopefully enrich his learning of the world of work in relation to his academic program area. Depending on the student's interests, his topic may reflect a specific job-related

issue, an industry-wide issue or an issue pertaining to work in general. Students are provided with a general set of goals and guidelines, as well as exemplary topics. Once a topic is decided upon, individual meetings are scheduled between the instructor and the students throughout the quarter for additional guidance required for the satisfactory completion of the project. The final project report may be a written one, a video-taped presentation at his internship site, etc. (This seminar prepares those students who will continue their education and encounter more advanced research and independent work.)

B. Contract Objectives

The contract requires the provision of work experiences for career and liberal arts majors. As LaGuardia has been requiring cooperative education for all of its students since 1971, it continued to provide such work experience to all students during the contract year, at no cost to the contract.

C. Developments During Contract Period

Table II shows the number of LaGuardia students, by major, who were provided full-time cooperative education internships during the Summer (7/1 - 9/10), Fall (9/18 - 12/25), Winter (1/3 - 3/19), Spring (3/21 - 6/11) and Summer (6/13 - 9/10) quarters. Ninety percent were placed on internships that were directly related to their major field of study.

TABLE II

NUMBER OF INTERNSHIPS TAKEN BY STUDENTS DURING CONTRACT PERIOD 7/1/76 - 9/30/77

STUDENTS MAJOR	SUMMER '76	FALL '76	WINTER '76	SPRING '77	SUMMER '77
Accounting	61	43	39	51	58
Business Administration	63	47	43	72	62
Health Management	9	7	6	38	11
Data Processing	61	39	34	42	54
Secretarial: Legal	41	28	26	44	48
Secretarial: Executive	100	54	50	99	105
Liberal Arts	66	37	41	63	69
Occupational Therapy	38	28	30	29	45
Human Services	35	22	21	42	46
TOTALS	474 (+)	305 (+)	290 (+)	480 (+)	498 = 2.047

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A survey of the 1976 LaGuardia graduates reveals, that virtually all students (98%) who sought full-time employment gained such either through their internship experiences, the Placement Office, or on their own. Significantly, 65% of the graduates accepted employment in the organizations of cooperative education participating employers with whom they previously interned.

LaGuardia graduates generally command higher than average salaries offered to community college graduates, despite current adverse economic conditions. The average entry level salary for 1976 LaGuardia graduates was $8,209. A salary survey by the Middle Atlantic Career Counseling Association (MACCA), covering 46 community colleges in New York, New Jersey, Delaware, Maryland, District of Columbia and Pennsylvania, revealed that the entry level salaries of LaGuardia graduates are 8% higher in all business fields except Data Processing. Since MACCA does not report on Liberal Arts placements, no overall comparisons with LaGuardia Liberal Arts graduates could be made.*

Data from a 1977 survey of LaGuardia's participating Cooperative Education employers reveal that management actively supports the College's cooperative education program and finds it beneficial to their organizations. These employers fully endorsed the concept of career education. The great majority of the organizational representatives surveyed did not concur with frequent criticisms often leveled at cooperative education; namely, that continual turnover of internships creates problems in personnel continuity, and that cooperative education programs are too costly in terms of financial outlay and supportive personnel time. Respondants, however, were about evenly divided on the question of whether training interns is less costly than training regular employees. The survey also revealed that cooperative education programs assist community college graduates to also develop non-technical, but critical job-related behavioral skills.

*See Volume III for supportive data.

Top management of the organizations surveyed were also asked to rate several personnel groups on a number of work-related attributes, including characteristics commonly cited as the most valid indices of effective performance. The twelve attributes rated were cooperativeness, compliance, quality of work, quantity of work, willingness to learn, initiative, knowledge of job, acceptance of responsibility, interpersonal communication, personal maturity, personal appearance, and attendance and punctuality. LaGuardia graduates who had formerly served as interns with their current employers were given the highest ratings on each of the twelve attributes. Next in overall order were current LaGuardia interns, followed by non-cooperative education personnel in career training positions and, finally, entry level-post-training personnel not affilitated with a cooperative education program.*

D. Summary and Recommendations Concerning Cooperative Education as the Reality-Test Vehicle for Career Education

1. Cooperative Education should be implemented for all students (both Liberal Arts and Career) as both a career exploration (and/or confirmation) and skill-building experience.

2. Significant personnel resources should be allocated to the tasks of developing and maintaining internships and of supervising the placement of college students.

3. The performance of students in their internships should be periodically analyzed with respect to the quality of preparation provided by course work.

4. Career-development seminars are necessary to ensure that the work experience is being optimally analyzed by students seeking improved career skills or updated career information.

5. Strengthening the relationship between the work experience and classroom study facilitates student career development and learning.

6. The work internship program enables students to develop a verifiable work history before they graduate, and improves their chances of gaining employment upon completion of their higher education.

7. Colleges need not develop comprehensive cooperative education programs to provide students with career educational reality-tests. Already existing federal work-study and part- and full-

*See Volume III for supportive data.

time jobs may be utilized as meaningful field experiences.

8. The Career Resource Center helps to coordinate the work experience program with supportive efforts such as career counseling; referral mechanisms and occupational information ensures that the work experiences reflect the career-development needs of the students.

9. Employers should be attracted to participate in the Cooperative Education Program on the basis of economic arguments; e.g., current interns, who are trained by the organization, can immediately become effective full-time employees upon graduation.

10. While career education concepts can be introduced to students through college courses and programs, only a cooperative education program enables the reality-testing of what was learned. As such the work experience should be viewed, and prestructured as a personal laboratory (in its literal sense) for students to test out career educational input provided at the college.

11. The work experience should not be utilized solely as a "a job," or "O.J.T." Other significant career educational objectives (e.g., clarifying work values, seeing the applicability of academic concepts to the work setting, etc.) can be attained through the internship, in addition to that of practicing the technical skills of a given occupation.

V. INVOLVING THE TEACHING FACULTY IN CAREER EDUCATION INFUSION

A. Lac[illegible] Activiti[illegible] Prior to O.C.E. Contract

Since [illegible] has been developing an operational model designed to systematically relate classroom learning to internship experiences. The model was given the acronym TAR, which stands for the initial Teaching (through course work) and the subsequent Application (through the internship), and Reinforcement (through the internship seminar) of career educational concepts and skills. It seeks to refine the concept of Cooperative Education which has been operationally defined and implemented throughout the United States as either, too narrowly, a job placement in a career field or, too broadly, as any "meaningrul" experience. While the advocates of the latter approach rightfully seek to broaden the educational value of the internship beyond solely practicing technical job skills, they fail to pre-specify, or pre-structure the broader educational objectives to be attained by the student intern; i.e., they tend to rely on cliches such as, "any experience is meaningful in it's own right," or "experience always generates learning."

LaGuardia Community College endorses the broader experiential formulation, but believes that for internship experiences to be educationally meaningful they must emanate systematically from previous course work. Through pre-structured guidelines the student can analyze the experiential application of concepts first learned in the classroom. In other words, rather than "put down" the traditional mode of instruction for experiential-based programs (a popular trend today), the staff views work as a valuable laboratory (in its literal usage) in which the student can assess the applicability of academic concepts to real life situations.

The entire college is committed to the TAR approach for optimally integrating the classroom and cooperative education. Prior to the O.C.E. contract, sixteen teams of academic and cooperative education faculty were involved in developing and implementing these sequential syllabi (i.e., course-, internship- and seminar-syllabi) for the most popular LaGuardia course offerings. Both Career (e.g., Data Processing, Accounting, etc.) and Liberal Arts (e.g., Philosophy, Political Science, etc.) course offerings lend themselves to the model. In fact, almost every field experience (be it work or any other variety) exhibits real manifestations of a host of academic disciplines, especially those referred to as Liberal Arts. (To illustrate, the course unit in Philosophy, Work and Individual Freedom, has applicability to most life situations, as does the course unit in Political Science; Power: Formal and Political.) The approach also serves to broaden the perspective of the career major. In addition to practicing technical competencies on a skill-oriented internship, the student may also assess the applicability of broader issues pertaining to his career. (To illustrate, one of the field assignments for Data Processing majors is to systematically assess the nature of the supportive function of the Data Processing department to the entire internship organization.)

That LaGuardia's teaching faculty, including those in the Liberal Arts areas, are committed to experiential education is not coincidental. Cooperative Education is central to the college's stated mission. During the staff selection, evaluation and promotional processes, an assessment is made concering the extent to which the individual instructor reinforces the career and cooperative education concepts that give LaGuardia its identity. Many teaching faculty assist Cooperative Education staff in the internship developement activity. Instructors seek feedback from their Cooperative Education colleagues as to how well their previous students do at the real work place. Curricular-updating results. Finally, the interest in career development expressed by our students, when they apply to LaGuardia, maintains the high-level of campus interest in experiential education.

The key element to actualizing the model of cooperative education is the field syllabus; namely a pre-specified field assignment that is introduced to the student in his course which, when completed on his subsequent internship, will enable him observe sharply the real-life applicability of the hitherto-fore abstract(ly taught) concepts.

B. Contract Objectives

While the development of the TAR instructional model has involved a significant number of faculty in career education infusion, the college, through the O.C.E. contract, sought to further expand and broaden the opportunities for faculty to become involved in career education. A variety of approaches were attempted, from faculty teams working on course modifications to a college-wide task force revamping an entire curriculum. The major activities in this area that were undertaken this year were:

1. The development of the TAR instructional model for all introductory courses offered at the college. The implications for this project are vast; its completion meant that all students would be exposed to the TAR approach, and all faculty will be trained and will eventually teach TAR-ed courses.

2. Redesign of LaGuardia's Liberal Arts program to expand its career education focus.

3. Expanding the opportunities for Liberal Arts faculty to teach those Cooperative Education Internship Seminars that focus on career development.

4. The development of a TAR-ed basic skills program which incorporates an early cooperative education internship as a motivational vehicle for students.

5. "Pairing" the college's introductory Social Science course with required counseling sessions to assist Freshmen students to perceive significant relationships between abstract Liberal Arts concepts and their own career and educational directions.

6. Exploring the feasibility of infusing career education concepts into the basic math program.

7. In-service training of faculty in career education.

C. Developments During the Contract Period

1. THE TAR APPROACH TOWARD SYSTEMATICALLY INTEGRATING COURSE AND WORK EXPERIENCE

Experimentation with the TAR model over the last two years has resulted in the increased refinement of the approach and has enabled the faculty to produce, during the current contract year, a sophisticated model for career education infusion.

The college has made an even greater commitment toward the college-wide institutionalization of the TAR concept than originally envisioned. Instead of TAR-ing additional elective courses, all introductory courses to each major field of study were revised in accordance with the model. In this way, all incoming students will be required to take, during their freshmen year, a sequential, major-related-and-focused TAR course-internship-seminar sequence.

Of particular significance is the revised approach to Liberal Arts course work. Prior to the contract period, several elective Liberal Arts courses were TAR-ed. Logisticially, however, not enough students took each of these courses to warrent their inclusion into separate (Reinforcement) internship seminars. After extensive planning meetings with Liberal Arts and Cooperative Education administrators and faculty, a decision was made to consolidate all Social Science TAR curricula units (previously developed, or to be developed during the contract period) into a required, introductory course for all Liberal Arts majors, "Introduction to the Social Sciences." The course allocates a number of weeks to psychology, economics, history, etc. The entire social science faculty has committed their time and efforts to the project, evenuating in their production of a new textbook entitled, "Work and Society." The redesigned curricula, focusing on the application of all the social sciences to the world of work, should meet the career education needs of most college Liberal Arts departments, whether they offer Cooperative Education or not.

The TAR development process was directed by the Education Director of the Cooperative Education Division and the Assistant Dean of Faculty. Serving as resource persons to the participating TAR faculty gave structure and monitored the development process.

"TAR teams" were chosen from faculty volunteers, representing each of the major fields of study offered at the college, paired with Cooperative Education Coordinators responsible for student internships in each of those areas. As the TAR project was given top priority by the College, TAR participants were notified that their efforts would be incorporated into the evaluative criteria for retention and/or promotion. Faculty were also provided released time from required teaching loads to develop their respective portions of the TAR syllabi. Cooperative Education coordinators were provided administrative assistance with their duties to free them for their respective TAR development work.

Throughout the entire process, support was sought from faculty and department heads of each division of the College. At the beginning of the project, TAR team members met with department heads to explain the nature of the project, the time requirements involved and thw ways in which TAR-ring should enhance both the effectiveness of the teaching of introductory courses as well as the meaningfulness of students' subsequent internships. Each team member was responsible for liaison with his/her division. Every attempt was made to involve faculty at each phase of the process. Their input was sought with regard to initial TAR topics and, as each draft was completed, it was distributed to them for review and criticisms. Faculty provided feedback on drafts at divisional meetings where TAR members reported on the current status of the project.

College-wide TAR meetings were held on a monthly basis throughout the year, to reinforce developmental activities and to share common problems.

Initial meetings defined project outcomes and time frames for the forthcoming year. The TAR model was reviewed and the teams began to define those elements common to each course that could be TAR-red. Two faculty members who had previously completed an Introduction to Data Processing TAR model, served as resources to the current TAR teams. As successive drafts were developed during the latter part of the academic year, they were shared at these meetings. The large group meetings proved most useful in resolving problems common to all TAR teams; for example, the Cooperative Education Preparation course must be taken by all students regardless of their major. The general meeting resolved issues of integrating TAR elements into the Coop Prep, while maintaining its already existing objectives.

In addition to the general meetings, the project directors held continual meetings with each of the various TAR team members to give feedback on the draft materials and discuss problems specifically related to their respective disciplines.

In general, the TAR developmental process was successful but it was not completely problem-free. In one case, TAR development had to be delayed until a course was approved by the department head and the curriculum committee. In another case, a TAR member dropped out of the project and had to be replaced, causing another delay. Despite the released time granted, team members felt the pressure of completing all aspects of the project within a specified time limit. Despite the time pressures, all projects were completed on, or very close to their projected deadlines. What remains are logistical and operational issues; e.g., courses must be scheduled to ensure that all students will be enrolled properly; new internships must be developed in accordance with the criterion that students will be able to complete their pre-specified field assignments.

The following represents a brief digest of the TAR-focused curricula developed for the introductory courses that have been TAR-red:

Principles of Management

The course highlights three broad concepts relevent to management personnel: human relations, organizational structure and the functional aspects of management. Case studies illustrating these concepts are analyzed in the classroom. The Coop Prep emphasizes the relationship of organizational structure to the student's own career path. On the internship, students then analyze the organization for which they are working and their relationship to it by constructing an organization chart, identifying modes of authority, and analyzing the relationship between personal and organizational values in the immediate work area.

Principles of Accounting

Accounting is emphasized as an information system used in management decision-making. The revised syllabus highlights the "functional" objectives of accounting: recording, transactional analyses, summarizing, reporting, control and planning. On their internships students plot the documentation flow through the organization as a means of understanding the functional objectives presented and their relationship to the accounting information system.

Introduction to Social Science

The course emphasized the methodology, observational and evaluation techniques of the various social science disciplines (e.g., Psychology, Sociology, History, Political Science, etc.). Moving from the general to the specific to the personal behavior, to refine their career plans and to assess the applicability of the various select social science concepts to the realities of the work settings encountered on their internships.

Secretarial Science

Emphasizing the secretary's need for human relations and organization skills, students study theories of behavior and organizational structure. On the internship they observe and analyze the various relationships within an organization: between supervisors and line staff, among co-workers and client and organization.

Introduction to Bilingual Education

The course reviews various learning theories of bilingual education and models for bilingualism in the United States. On the internship, students observe and analyze various instructional settings in terms of their structure and the effectiveness of the teaching mode used.

Principles of Human Relations

Through a series of lecturettes, theories on interpersonal contracts, the family life cycle and play are introduced to students. On their internships in various social service agencies they observe and analyze clients and co-workers in light of these theories.

Occupational Therapy

After studying theories of psycho-social dysfunction students observe and analyze the diagnoses and treatments administered in various social service clinics and agencies. They review the entire health care delivery system and the relationship of the occupational therapy assistant to that system.

Introduction to Data Processing

The strictly-technical skills of data processing are expanded upon to include the understanding of the function and use of information processing within large organizations, oral and written communications skills necessary in D.P. and the responsibilities of various data processing positions within the organization.

Freedom: It's Relationship to Work and Leisure

After exploring the various philosophies of the nature of freedom (from free will, to determinism, to Zen) students complete logs of their work and non-work time. After reviewing their daily activities they refine their definitions of "work" and "leisure" and the relationship of freedom to each.

The latter two described above, "Introduction to Data Processing" and "Freedom: It's Relationship to Work and Leisure," were pilot-tested during the contract year, the results of which proved extremely valuable to the remaining TAR course development.*

*See Volume III for evaluative data.

2. REDESIGN OF THE LIBERAL ARTS PROGRAM TO EXPAND ITS CAREER EDUCATION FOCUS

Early in the contract period, a college-wide Liberal Arts Task Force was established to re-examine the existing Liberal Arts program with the projected outcome being the modification of the College's catalogue to focus all courses toward related career educational opportunities. This committee consisted of teachers and counselors, as well as departmental chairpersons. The task immediately assumed broader dimensions in order to encompass the following objectives:

(a) The creation of a more structured core curriculum that each Liberal Arts student would be required to take. Each course in this core would utilize as its contextual theme, the role of work and/or community in today's society so as to provide a career education focus to each discipline in the Liberal Arts (i.e., social sciences, philosophy, natural sciences, mathematics, literature, and the humanities).

(b) The creation of career-focused specializations, one of which Liberal Arts majors would select to complete their program of study at LaGuardia. Two specializations would be initially developed along the themes of "Work Studies" and "Community Studies," with others to follow in time.

(c) A critical examination of the current advisement system for Liberal Arts majors so as to utilize available personnel in the most efficient way to ensure the best "career exploration" program for each student. This would necessarily entail much closer coordination among Liberal Arts faculty, counselors, and cooperative education coordinators.

Throughout the extensive deliberations concerning the redesign of the Liberal Arts Program, career education was stressed as a way to assist students in their career planning. Career education, as a vehicle for improving students' academic performance, was not emphasized as much. While faculty at the College had previously found that relating subject matter to careers was welcomed by students already considering vocational options, no data-based studies had been conducted with respect to the impact of career education infusion on academic achievement at the post-secondary level. The College did not want to oversell the efficacy of infusion, believing that career education as a strategy for enhancing academic learning would emerge from field-tests of the revised and more career-focused Liberal Arts Program.

The Task Froce's major recommendations, as outlined in the report, were:

(a) The formal requirement of a core of seven courses required of all Liberal Arts majors. (Faculty members were released from some teaching duties during the Spring quarter in oder to develop these courses in coordination with their colleagues in their respective departments. Each course was approved by the respective departmental curriculum committee.)

(b) The creation of a Liberal Arts Student Advisement Handbook. (This document would recommend groupings and clusters of courses for students to take that corresponded to their particular academic or career interests. The Handbook would further the "career exploration" nature of the Liberal Arts program, introduced by the core courses, and would serve as a valuable tool in the advisement process.)

(c) The creation of a more structured career-exploration advisement system for Liberal Arts students that includes:

1. The extensive use of a cadre of Liberal Arts faculty members who would receive training in career exploration advisement techniques.

2. Close liaison and communication between this cadre of Liberal Arts advisors and the Cooperative Education Coordinators so as to ensure reality-based career-exploration experiences for Liberal Arts students.

The entire Task Force report is currently being reviewed by all of the departments of the college. Since the report recommends programmatic modifications in the Divisions of Student Services and of Cooperative Education, as well as the Liberal Arts instructional units, extensive discussions and revisions will take place before its recommendations can be implemented.

3. EXPANDING THE OPPORTUNITIES FOR LIBERAL ARTS FACULTY TO TEACH INTERNSHIP SEMINARS

A small number of Liberal Arts faculty had been "trained" during the 1975-76 academic year to teach the Cooperative Education Internship Seminars required of all students while on their internships. It was though that through teaching the internship seminars, faculty would become increasingly sensitized to the nature

of the work experiences of the student interns and would then be able to share their insights with students while they were on their internships, and in addition, through classes prior, or subsequent to the internships.

Initially, the director of internship seminars was to personally recruit and "train" faculty to teach the seminars. The plan was abandoned when that individual (who also served as co-director of the career education contract) came to the realization that it would be more appropriate (and effective) for select Liberal Arts faculty to recruit and train their own colleagues.

In light of this, two prestigious Liberal Arts faculty members were first oriented to the seminars and were provided released time from regular teaching to sharpen the existing internship seminars for particular adaptation to Liberal Arts students, and to then recruit and orient their Liberal Arts peers to teach these seminars.

In their recruitment efforts, the two faculty immediately found that a considerable number of Liberal Arts faculty expressed interest in teaching the internship seminars. In fact, to-date 21 internship seminars have been taught by Liberal Arts faculty. Several, though, were unable to do so because they could not commit the time to teach an entire seminar, or were prevented by "overload restrictions" which did not allow them to teach the additional course. As a result, two recommendations were made to increase faculty participation in the seminars. First, such interested faculty would be invited to participate as "guest lecturers" to regular seminars. Second, several faculty would be invited to form a panel for one seminar session to point out those career-related skills developed through liberal arts studies.

The objectives of the redesigned Liberal Arts seminars were to encourage students to develop more reality-based choices for a suitable career field as well as to practice applied research in their areas of potential career interest. To achieve these objectives, students were required to formulate both in class, and

through their seminar projects, the interrelationship between their interests, abilities, academic achievements and the nature of various career fields. Class discussions focused on the self and work. They were supplemented by small group activities, a visit to the Career Resource Center and a guest speaker who discussed Liberal Arts careers. A seminar project required students to compare and contrast two careers of their choice. To complete the project, students had to include a self-appraisal and match it with the entry level requirements of each of their chosen careers. They then had to research the job market projections for those careers and to choose an appropriate final internship that would further facilitate career exploration (or confirmation).

Overall, 90% of the Liberal Arts students (anonymously) rated their seminars as very valuable. The career exploration seminar objectives were rated as "very meaningful" to "extremely meaningful". 70% found it "very helpful" or "extremely helpful" in clarifying their career direction. 78% found it "very helpful" or "extremely helpful" in clarifying their knowledge of employment opportunities after graduation and in clarifying their future opportunities in their possible career fields.*

4. CAREER EDUCATION INFUSION INTO BASIC SKILLS DEVELOPMENT COURSES

Approximately 10% of LaGuardia students enter the College with skills below the 8th grade level in both reading and mathematics.

During the last five years the College has progressively developed and refined an extensive remedial program for such students that has recently been evaluated by the City University of New York and the Middle States Accrediating Association as "extremely effective." In the 1975-76 academic year this basic skills program began to infuse career education, for credit, into the remedial curriculum. Career exploratory sessions emphasized Communications, a field which students found inherently interesting and one which underscores the practical necessity of developing basic educational skills.

*See Volume III for supportive data.

During the contract year, a five-member team redesigned the developmental skills program to include a concurrent part-time work experience as a further motivational vehicle for basic skills students; this work experience would count as one of the three required, credit-bearing internships. Scheduled to be completed by the student in three academic quarters, the program:

-- coordinates three required basic skills courses (Oral Communications, Writing and Reading) to introduce and reinforce the themes of interpersonal communications and career exploration;

-- coordinates the required Freshmen Career Advisory Hours with all basic skills courses;

-- allows basic skills students to receive cooperative education credit for a part-time internship extending over two academic quarters. Utilizing the TAR model, the internship's objectives will focus on applying-practicing these basic skills on the job and will include a seminar designed to reinforce the application of the basic skills concepts initially taught.

Specifically, developmental skills students will be enrolled in three courses during their first quarter of attendance at LaGuardia: Fundamentals of Reading, Fundamentals of Writing and Basic Communications Strategies. All courses will focus on communication and career exploration and will require students to transfer skills and concepts acquired in each area to the context of the world of work. Coursework will be supplemented by attendance at regularly scheduled Advisory Hours. In addition to the regular Advisory Hour activities of college orientation and career exploration, the counselor will explore with students the possibility of participating in a cooperative education placement during the following two quarters. Instructors and advisors will meet on a regular basis to determine which students exhibit the readiness and desire to participate in the cooperative education placement.

During the second quarter, students will be enrolled in the remaining phase of the three basic courses intitially taken. The courses will continue their integration around the themes of on-the-job-communication and career exploration. Students' cooperative education placements will be either secured by the cooperative education coordinator, be they work/study positions at the College or jobs

the students already have. In each case, the job will only qualify for cooperative education credit if it enables sufficient interaction between student and supervisor, and/or student and work peers, and/or student and client, and if the student successfully completes the TAR seminar. The seminar will reinforce the applicability on the job of the communication concepts taught in Basic Communications Strategies. In addition, the TAR seminar assignments are designed to further reinforce students' reading and writing skills.

Students will continue in their basic skills English and reading courses during the third academic quarter as well as be enrolled in the introductory course of their proposed major. Those students participating in their cooperative education internships will continue their part-time jobs and attend a second internship seminar conducted by their Cooperative Education Coordinator. This seminar will focus on the clarification of the students' work values, utilizing their observations on their respective part-time jobs as subject matter.*

5. "PAIRING" OF COURSES TO ENABLE STUDENTS TO PERCEIVE SIGNIFICANT RELATIONSHIPS BETWEEN ABSTRACT LIBERAL ARTS CONCEPTS AND THEIR CAREER AND EDUCATIONAL DIRECTIONS

Two courses required of Liberal Arts majors, Introduction to Social Science (ISS) and the Freshmen Advisory Hour were combined in an experiment to infuse and reinforce career education objectives.

The theme of self-exploration, or "Who am I," central to the ISS course, is approached through methodology and theories appropriate to the social sciences. More specifically, the scientific method and the theories of such people as Marx, Freud, Benedict, Rogers, Machiavelli and Durkheim form the core of the course. A crucial element missing from the ISS course was the relationship of the course content to the student's everyday concerns at the College.

*See Volume III for data pertaining to the results of our attempts to infuse career educational concepts into the basic skills reading course.

The Advisory Hour is a non-credit, ten-hour orientation course led by Student Services counselors to introduce freshmen to the LaGuardia program, map out career goals and devise a two-year academic plan to attain them, as well as to teach study skills. The Advisory Hour for Liberal Arts students had been faced with the problem of attrition, minimal faculty involvement and a loose "connection" with the Liberal Arts curriculum.

By combining the courses, two major objectives were achieved. Liberal Arts faculty became involved in career education while the counseling component became integrated into the Liberal Arts curricula. The combined courses sought to meet the following objectives outlined in a 1975 policy paper of the U.S. Office of Education:

1. To help students acquire basic academic skills required in a society of rapid change.
2. To make social science concepts more meaningful to students by relating them to his/her everyday life experiences and future career choices.
3. To highlight the different perspectives of the various social science disciplines in understanding human behavior.
4. To weave knowledge into the course about the relationship between education and work.

To accomplish these objectives the two major courses were linked thematically. The skills and methods of social science - critical thinking and problem solving - were applied to the life planning exercises of the Advisory Hour. The ISS unit on evolution of culture was used to stress the necessity for flexible career preparation in our complex, rapidly changing world. Reading and writing skills were emphasized. Their usefulness in all types of careers was continually highlighted.

The counselor attended the ISS courses. She was able to spot academic problems and provide immediate help to students. For example, effective note-taking techniques often overlooked as a significant determinant of academic achievement, were illustrated when the instructor lectured and the counselor took model notes on the chalk board. In the final fifteen minutes of the class, the advantages

of such efficient note taking methods were discussed.

Both the mid-term and final examination required the students to answer the following question: "Discuss a new idea that you have learned in this course in terms of (a) your everyday life; and (b) your career plans." This question reinforced the importance of the course to immediate life and career concerns. The term project, a family history, included an analysis of career decisions and career paths of both parents and gradparents. The student was asked to interview each generation as far back as possible on the topic of career choice and change. Continual linkage of the two courses through the presence of two resource people in the classroom was ongoing.*

6. INFUSING CAREER EDUCATION CONCEPTS INTO THE BASIC MATHEMATICS PROGRAM

It was assumed that student success in basic mathematics courses is enhanced by procedures which relate the content of those courses to the students' prior experience and future career orientation. During the contract year, the Mathematics Department of LaGuardia had experimented with two approaches to infuse career education into its curriculum to achieve this objective.

In the direct method, career exploration is made an actual part of the academic content of the course. Such exploration is made an individualized goal for each student in the course. Further, each student is expected to approach this goal through systematic application of the "regular" course content. This has a threefold effect. First, students attempt actual career exploration in fields that interest them. Second, students reinforce basic math skills in a novel setting. Third, student motivation is increased because of their involvement in a process that has a personal "pay-off." These effects are of course not sequential, but interact in a fashion that is at once pedogogically sound and exciting. This procedure was utilized in MATH 120, Elementary Statistics, which is described below.

*See Volume III for data pertaining to the effectiveness of this experiment.

LaGuardia Community College
Mathematics Department
Course Outline - MAT 120 - Elementary Statistics

Text: Vital Statistics, Orkin, Drogin; McGraw-Hill Pulishing Co.

Catalog Description: 3 periods, 3 credits
Prerequisites: MAT 101 or waiver
A study of the basic concepts and computational techniques of elementary statistics. Among the topics studied are: measures of central tendency, standard deviation, percentiles, statistical graphs, normal distribution, probability and hypothesis testing.

Entry Level Skills: Computational ability in whole numbers, fractions, decimals and percents, including simple signed numbers and formula substitution.

Instructional Objectives: To examine the principles and applications of descriptive statistics, including measures of central tendency, measures of variability, data graphs, selected probability distribution, hypothesis testing and experimental desgin. To realistically relate these studies of statistics to individual career explorations.

Performance Objectives: Students will acquire the following skills:

1. Calculation of the mean, median, mode, and mid-range of raw data.
2. Calculation of the range and standard deviation of raw data.
3. Construction of frequency distributions and histograms for raw data and drawing valid implications from them.
4. Calculation of simple probabilities for selected experiments.
5. Calculation of binomial and normal probabilities using tables.
6. Usage of binomial and normal probabilities to test one-sample hypotheses concerning proportions.
7. Construction of an experimental design to test a hypothesis.
8. Preparation of two short (five pages) analytic papers on the following topics: "How is statistics used in a particular career field?" and "What does statistics say about this field?"

Grading: There will be a minimum of three in-class exams. The exams will cover Chapters 1-2-3, 4-5-6. There will be a cumulative take-home final and an individualized project on the material of Chapter 6. The grades A,B,C,D, will be assigned in the normal manner. The grade N will be assigned to those students who do not achieve an average of 60% on the in-class exams and who do not pass the take-home final. Make-up exams may be arranged in case of absence or if the student feels the results of an exam do not accurately reflect his or her grasp of the material. Outside reading or special projects are enthusicastically encouraged and will be generously rewarded.

Attendance: Needless to say, regular attendance is encouraged. Excessive cuts may result in an N grade. Excuses are not required for any absence. It is assumed that absence is always with good reason. Office hours will be clearly indicated and students are urged to meet with the instructor during the quarter to discuss their programs.

To appreciate why the indirect method was used with basic math, it is necessary to understand the major goals of a developmental-skills course. Students come to such courses with obvious skill deficiencies. What is more significant is that they lack confidence in their (or anyone else's) ability to remedy these deficiencies. Thus the major goals are to upgrade students' technical skills while, at the same time, to maximize student success.

After considerable discussion, members of the Math Department generally felt that the introduction of career components in such courses would appear artificial and extraneous. Secondly, career exploration via the direct mode requires students to complete successfully a sequence of logically interconnected steps (statement of problem, research, analysis, synthesis, final conclusion). It is often this skill that is the most difficult for developmental skills students to acquire. Lastly, career exploration is highly individualized. Thus faculty may not have the opportunity to guide students through the maze of difficulties and complications that might frustrate the accomplishment of the courses' major goal.

On the other hand the problem solving nature of the class lends itself to the development of skills that will be transferable to future job settings. "Hands-on" computational hardware has been selctively introduced into the course syllabus to determine whether or not this increases student achievement. Preliminary indications are that it does. Problem solutions are more easily achieved via hardware. Student motivation and success are consequently increased. Moreover, students become facile with a major technique in the job field: data processing.

Thus the indirect method appears to successfully link course content with career competency in a fashion that increases student motivation and thus provides students with a personally successful experience in acquiring basic problem-solving skills.

The following is a brief description of this Basic Mathematics Course.

LaGuardia Community College
City University of New York
Mathematics Department

MAT 101 BASIC MATHEMATICS II

Catalog Description: 4 periods: 3 lectures, 1 lab, 3 credits.
Prerequisite: MAT 101 or waiver
Students will reinforce their basic arithmetic skills through the study of probability and statistics. A unit of elementary algebra is included. One condition for receiving a passing grade in this course will be the student's ability to demonstrate competency on the Departmental Final Exam.

Course Objectives

a. To reinforce student's basic computational skills through independent laboratory work.
b. To introduce the basic concepts of probability and statistics and their applications.
c. To introduce the basic concepts of elementary algebra.
d. To improve the student's attitude toward mathematics.

Performance Objectives: At the completion of this course students should be able to:

a. Compute problems involving whole numbers, fractions, percents and decimals.
b. Solve word problems dealing with measurements using appropriate formulation.
c. Use conceptual mathematical tools such as sample space, probability of an event, frequency distribution, to solve problems in game theory and statistics.
d. Use the concept of symbolic substituion to represent and solve mathematical problems.
e. Solve problems in probability using tree diagrams and the multiplication princple.
f. Solve "payoff table" problems using the theory of expectations.
g. Express number relationships using algebraic expressions.
h. Analyze exponential expressions using positive integral exponents.

Textbook - "Probability: An Approach to Basic Mathematics" - Lee & Hoban, Harper & Row.

Evaluation - To earn a minimal passing grade, student must:

a. Achieve an average of 60% or more on four (4) full period tests.
b. Achieve a raw score of 20 or above out of a possible 25 on the Departmental examination.
c. Attend class on a regular basis; specifically, absence must not exceed five (5).

7. IN-SERVICE TRAINING OF FACULTY IN CAREER EDUCATION

The admistrative decision to involve as many LaGuardia staff as possible in the implementation of the O.C.E. contract dictated the delegation of tasks to the divisions of the college in which they could most appropriately be managed. Accordingly, the project co-directors held numerous group and individual meetings with the major administrative officers of the college to review the nature and purposes of the career education concept and explore the issues relative to career-education infusion throughout the entire community college. These administrative briefings were essential to managing contract activities through the existing campus-management structure.

Following these administrative meetings, academic chairpersons and key faculty members were involved in the briefing and planning sessions necessary for the successful start of components scheduled for the contract period. Individual and small group meetings were held in virtually every college department to review developmental activities called for in the proposal, to identify any problems inherent in the initial program plan and to resolve those issues to the onset of the Fall quarter.

This extensive planning process served as a vital in-service development program for campus personnel responsible for the delivery of major contract components. This deliberate approach prevented the emergence of resistance so typically associated with the installation of any new, especially grant-supported effort. Throughout the briefing sessions, the college president, the deans and the project co-directors related all proposed contract activities to already existing programs and administrative structures. This "we-are-seeking-to-refine" rather than, "we-are-seeking-to-add" approach proved effective.

These planning activities, or indirect professional development opportunities, have created a campus climate conducive to career education, as well as to the optimal delivery of the contract.

In-service training of all faculty for the purpose of career education infusion was accomplished through:

1. The President of the college, at both last summer's graduation and his annual address to all faculty at the outset of the past academic year, stressed the contract, what it meant, and our commitment to it.

2. During our annual professional development week (devoted to divisional and college-wide workshops), considerable time was devoted to career education (all activities of the contract), LaGuardia's commitments and LaGuardia's role as a model community college to develop programs for dissemination nationally. The compatibility between career education and the Liberal Arts was particularly stressed. During these workshops, the faculty were introduced to the major task-commitments of the contract and began the process of discussion, refinement and evolution of operational implementation vehicles.

3. Workshop-meetings were held with the college's departmental Chairpersons, college task forces, (L.A., Basic Skills, etc.), and groups of faculty responsible for the specific task activities.

4. With respect to TAR (i.e., the pre-structured reality-testing in the workplace of academic concepts and skills), numerous individual meetings were held with the TAR participants and monthly college-wide TAR meetings were scheduled throughtout the year. Separate monthly meetings were pre-scheduled for the entire Social Science faculty. At these workshops, faculty began to clearly see how Liberal Arts and Career Education are, indeed, compatible and, through TAR, how students can reality-test academic concepts, introduced in the classroom, to the world of work.

5. Three college-wide Dean's meetings were held throughout the academic year to report on the progress of career education infusion. Faculty responsible for each task reviewed their achievements and responded to questions.

As contract objectives were being carried out, the college found that the most successful approach to in-service education was through closely supervised planning sessions with small groups of faculty. In these small group meetings, faculty needs, concerns and roles could be clearly incorporated into the evolving career education model.

Because faculty were directly involved in career education development and infusion, in-service training was treated as an active, problem-oriented endeavor in response to developmental needs.

D. Summary and Recommendations Concerning Involving Faculty in Infusion

1. Experiential education at the post-secondary level requires more programmatic definition as the experiential application of concepts and skills first learned in the classroom. This definition contrasts with the view that "traditional" and "experiential" learning are two alternative and competing strategies. Utilizing work experiences in a pre-specified manner to assess the applicability of classroom concepts not only enhances the potential for attaining broader career educational outcomes at the work site, but serves to more realistically implant the course concepts themselves.

2. Student interns too often are presumed to be able to "make connections between education and the work place on their own," rather than by providing them with the necessary, pre-structured field syllabi.

3. The TAR approach for systematically relating classwork to work experiences can effectively transform a college with a Cooperative Education program into a career education college, per se.

4. Through the TAR approach, a Cooperative Education program can become an effective vehicle for reality-testing any career educational inputs provided by a college.

5. Through the TAR approach, the concepts of most Liberal Arts courses and disciplines can be perceived by the student as having applicability to the work setting. Too often, cooperative education programs have overlooked completely the learning potential manifest in the work setting, concentrating exclusively on the job tasks. Regarding the work setting or "a slice of life" in this manner makes cooperative education an extremely valuable and compatible experience for Liberal Arts majors.

6. The most effective way to implement the TAR approach to course and internship modification is to involve the faculty, themselves, in generating the actual curricula refinements by providing guidance as well as incentives (e.g., released time, counting same as a college contribution equivalent in import to any publication, etc.); in this way, the off-campus learning, which the faculty will subsequently begin to discuss in their classrooms, will not be alien to nor imposed upon them.

7. A successful way to avoid Liberal Arts faculty resistance to infusing career education concepts into their courses is to first invovle them in teaching career educational seminars (optional or required), wherein they will subsequently exhibit a greater inclination to introduce, where appropriate, some of the seminar's content into their regular courses.

8. While LaGuardia's Liberal Arts majors perceived the objectives of required career educational seminars to be as meaningful and useful as career majors, most colleges typically shy away from providing such required coursework to the Liberal Arts student body; our experience leads us to believe that most Liberal Arts majors are really "career undecided majors" and would welcome, rather than reject, career educationally-focused credit requirements, as well as liberal arts courses that utilize work as a contextual theme.

9. The prgrammatic concept of "pairing" (i.e., offering two apparently dissimilar courses in step-wise coordination, with the teachers of each participating in the other's classes) offers potential for realizing the broader applicability of the concepts of a single course, while permitting faculty to gain conceptual appreciation of the relevance of other disciplines.

10. Rather than employ "outside experts" as consultants or full-timers for the duration of a special project to develop infusion techniques or modify existant curricula, our experience has clearly revealed the advantages of releasing those faculty who are most knowledgeable in their respective areas to undertake any and all curricular development; this procedure assumes that their peers will not resist forthcoming changes, and that the curricular modifications will endure, rather than be a "one-year thing."

11. Instilling an appreciation of career educational concepts and programs into the faculty is best accomplished by small group guidance meetings, in conjunction with their own involvement in developing any programmatic changes, rather than through one-way presentations at all-staff meetings.

12. Special basic skills development programs for upgrading the reading, speech and writing proficiencies of students to the level required to succeed in regular college courses should be enhanced significantly by coupling them programmatically with part-time work experiences that require students to practice these skills in the context of the real world. Student motivation for the basic skills program would thereby be increased due to (a) monetary earnings, (b) credit received for the work experience and (c) "deabstracting" the relevance of such remedial coursework. In addition, the learning of these skills would be enhanced through such practice and reinforcement.

VI. EDUCATION'S COLLABORATION WITH THE BUSINESS, LABOR, INDUSTRIAL AND PUBLIC SECTORS

A. LaGuardia Activities Prior to O.C.E. Contract

LaGuardia has sought to develop collaborative relations with the business, labor, and industrial sectors by first holding exploratory meetings on manpower needs and the college's capabilities, then formulating program proposals for review by all parties, and finally by program implementation, funds permitting.

Through its Cooperative Education Program, the College has been able to develop close collaborative relationships with many employers in the Greater New York area. One tangible outcome of this relationship is the LaGuardia Community College Cluster, which consists of the College and 31 major employers and professional groups in the New York region. The Cluster is headed by two chairpersons -- one representing business organizations and one representing LaGuardia Community College. Operationally,

the Cluster Committee is arranged into subcommittees, with the main committee reporting to the President of the College. The sub-committees of the Cluster Committee are as follows:

Personnel Exchange Program: This committee establishes a channel for exchanging personnel between employer organizations and LaGuardia. Specific outcomes from the Personnel Exchange Committee have been curriculum refinements in accordance with technological advances.

Special Projects, Grants and Scholarships: The primary task of this committee is to develop and establish funding sources for special projects, scholarships, and financial aid required to assist needy students in the attainment of their academic and career goals.

Information and Career Development: The purpose of this committee is to establish channels of communication between LaGuardia and organizations in the Greater New York area, with the objective of facilitating the career education of LaGuardia students. Through this committee, representatives of the private sector have conducted career seminars and workshops, arranged for field trips for students, and have provided general information on career opportunities to the professional staff of the College.

Internship Development -- Job Placement: This committee assists in the development of cooperative education internships, conducting simulated interviews for new interns and recommending cooperative education internship seminar instructors.

A major outcome of LaGuardia's working relationship with these employers has been the recruitment of Adjunct Professors from select business representatives to teach Cooperative Education seminars that focus on career exploration and to conduct simulated interviews with students prior to their first internships. The first in its sequential series of seminars, The Relationship Between Work Values and Job Satisfaction, which is taken by all students concurrent with their first (or three required) internships, focuses on the clarification of the student's work values. Most of these seminars are taught by B.L.I.P.* people. Further, other business representatives teach the second of the seminar series, The Realities of Employment-Advancement Opportunities in Your Career Field (for those students who have made a career choice), to all students concurrent with their second (of three required) internships.

Prior to beginning their first work internships, all Freshmen undertake a simulated job interview at LaGuardia's premises. Business representatives come to the College and play real roles as employment interviewers. This not only gives

*Business, Labor, Industrial Professionals

gives the students opportunities to practice their interview skills, but also the interviewer's systematic appraisals of students' interview performance serve as diagnostic devices from which students are referred to special communications laboratories to practice overcoming any deficits they may therein exhibit. Also, the interviewer helps students develop resumes based on their previous education-employment experiences.

Collaborative relationships also had been developed with the municipal labor union, District Council #37 of the American Federation of Municipal and County Employees. LaGuardia has offered freshmen-level courses at Union headquarters to ease the transition of the working adult back into the formalized educational system. Starting course work in comforting surroundings, without premature competition with recent high school graduates, has proven to be a successful strategy.

Since it began operation, LaGuardia has been a major trainer of paraprofessional teachers, in cooperation with the United Federation of Teachers. In this program, specially-tailored classes are offered at LaGuardia, but, initially, they consist of only paraprofessional teachers. Only later, do the "para's" compete with recent high school graduates.

B. Contract Objectives

With the support of the contract, the College planned to expand and strengthen the Cluster Committee along several dimensions, while it refined its collaboration with organized labor. Industrial members of the Cluster Committee tend to come from the middle management level of their companies. In order to strenthen this committee so that it would effectively tackle broader and more complex issues, an executive steering committee, representing the chief executive officer of the organizations involved, as well as the president of the College, was to be established to provide policy, direction, and program support for their respective operations personnel. As additional educational institutions, such as Boards of Education, private colleges and universities, as well as other units within the City University system, become more and more committed to cooperative education,

their chief executive officers would be added to the steering committee, and the designated operational executive would be added to the operations committee.

The relationship would progressively be strengthened by continually adding key individuals from industry, labor, the professions and government to the steering committee and, again, their operations designees to the operations committee. An Employer/Educator Council would evolve along the lines proposed by Willard Wirtz in his recent book, "The Boundless Resource." Comparable planning mechanisms would be developed with organized labor.

C. Developments During Contract Year

1. The Employer-Educator Council

The vehicle to coalesce the Employer/Educator Council was a one-day conference, sponsored jointly by LaGuardia and the New York Board of Trade, the Office of the Deputy Mayor for Economic Development, the National Manpower Institute and the National Commission for Cooperative Education.

The conference, held in May, 1977, had as its objectives the introduction of business leaders to:

-- The concepts of career education through a description of LaGuardia's model,

-- The role of career education in developing manpower resources,

-- The importance of an educational process built upon career education in the economic revitalization of New York City,

-- The collaborative roles required for the objectives of career education to be achieved.

LaGuardia's strategy for increasing collaborative efforts centered on the idea that support would be enhanced if programs, such as the conference, were co-sponsored with important businesses and industries. Key Cluster members were thought to be the most likely to cooperate. It appears, however, that Cluster Committee members, typically in non policy-making positions within their employing firms, were not able to gain access to corporate executives. As a result, contact with the executives through the Board of Trade was required to secure business

commitment to more extensive collaborative enterprises, including the conduct of a city-wide conference. The conference attracted over 300 participants, mostly from the business-labor sector. The outcome of the conference was the formation of a core group of individuals from industry, business, labor, government and education, representing the beginning Employer/Educator Council, whose rational is:

> The need exists for establishing a collaborative effort among business, labor, the government and educational leaders which will address major issues of common interests and concern. These four major sectors of our society are tied together through the human resources that are available in our community. Education has the primary responsibility of developing the human resource potential of the young people in the City. More and more educational institutions, and particularly community colleges, are actively involved in the educational development of the adult population. Much of this activity is devoted to upgrading the educational skills and background of adult learners so that they will be eligible for better paying and more fulfilling jobs.
>
> The employers, representing both profit and non-profit organizations, are vitally affected by the output of the educational institutions. The ability of these organizations to function in New York City is in many ways determined by the quality of their personnel. In recent years, more and more employers have complained about what they perceive to be the inadequate preparation received by those seeking employment.
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> The labor sector is also vitally concerned through the impact of the educational process upon both its members and the children of members.
>
> All four sectors are also interwoven through the economic system of the City, of which the human resource supply is a major ingredient. The retention of business organizations within the City, the ability of business organizations to operate at a profit and the attraction of new industry to the City is very much dependent upon the quality of human resources in the City.
>
> As obvious as the interrelationship among these four major sectors seems, no vehicle exists whereby these sectors are able to make a collaborative effort in improving the human resource capabilitities of people in the City. The Business/Labor/Education Council would provide the structure whereby such a collaborative effort can indeed be mounted.
>
> The specific objectives of the evolving council are to:
>
> (a) Collect data on the human resource needs of employers in the City. Included in this data collection would be information on specific types of personnel who employers have difficulty in locating. Information would also be collected on long term needs so that the educational institutions can adjust their programs with enough lead time. In addition, information will be sought on the educational

needs of adults in the community, of those who are employed and those who are seeking entrance into the labor market. These data could be segmented by the size of the employer, as it is thought that the needs of small business may be significantly different from those of large employers.

Data would be collected on the types of programs available and the numbers of persons entering the labor market, with specific kinds of educational backgrounds, from these programs.

Data would be sought from employers on the educational skills that they require in order to increase the effectiveness of persons going through the educational process.

(b) Design and test new educational strategies that would be more effective in enabling students to reach the maximum of their potential.

(c) Develop strategies to assist the professional development of the staff of educational institutions involved so that they would have a better understanding of the needs of the employer and the relationship of their disciplines to meet these needs.

2. The Concept of Borrowing

During the contract period, LaGuardia staff attempted to secure the full-time services of representatives from major companies (e.g, I.B.M., Exxon), to function as internship developer-student career education advisors for L.A. majors as well as for career majors (i.e., data processing, accounting, etc.). Both were to be thoroughly oriented to the nature and goals of career education so that they might inform their companies about how industry can articulate with career educational activities at the college level for their benefit. The model was initially thought feasible because of:

(a) The support and endorsement of the National Alliance of Businessmen (N.A.B.) as to the merits of the plan from industry's perspective. The N.A.B., itself, had conceived of the "borrowing model" a few years ago, and has successfully served as the facilitating mechanism to induce companies to make such "loans" to various anti-poverty agencies and non-profit manpower development organizations. In short, companies have responded to the model (be it at the least for public relations reasons) and it was thought that they should be equally, if not more responsive to lending individuals to a college, especially if it could serve to better articulate college offerings with industrial needs

(b) Further, a few companies that responded with interest to the notion, indicated a cost benefit to the company; namely, in those situations where one's early retirement permits the company to replace him with a younger individual "at half salary."

Companies with whom discussions were undertaken to achive this task continued to express interest in the concept of lending industrial professionals to academia. They were particularly interested in releasing top management personnel who are beginning to approach retirement. However, no company, when pressed about the possible individuals involved, starting dates, and other details of such a program has been willing to respond. While the concept remains feasible, in New York City, at least, it is simply not a top priority item for top management at this time of economic strain.

3. The Faculty Exchange Program

Although the College has sought to recruit as many members of the faculty with prior industrial (or government experience) as possible, the majority of the staff have limited experience in the world of work outside of academic setting. The College proposed to establish an exchange program between LaGuardia and industry. College faculty would be released from their teaching assignments for a three-month period, and placed into full-time positions with industry in a field appropriate to their respective disciplines.

This would involve faculty from all disciplines, business as well as Liberal Arts. The faculty would be replaced by qualified practitioners from industry who would teach full-time at LaGuardia. For the released faculty members, this experience would provide an opportunity for re-training and re-familiarization with new developments within their fields, allowing time to revitalize and update curricula, obtain first-hand experience of the environment of work that cooperative education interns might find themselves in and, finally, enable the faculty members to reality-test the viability of career options for which they are preparing students in the educational institution. While in the field, the faculty members would also assist in the development of cooperative education internships.

For the participants from industry, the experience would provide an in-depth examination of the educational process and the problems inherent in developing young men and women for a specific career. This experience would provide an opportunity to make important contributions to the educational process, both at LaGuardia and within their companies upon their return.

The participating companies were to be selected in accordance with three criteria: (1) Their interest and commitment to the program as members of the Cluster; (2) Their ability to provide LaGuardia faculty with assignments appropriate to their disciplines; and (3) Their ability to provide a replacement to LaGuardia who is experienced in, and able to teach the courses left vacant.

After many discussions with business executives and with administrators within the college, LaGuardia has concluded that this approach is not a particularly feasible way to achieve the objective of providing in-service education in career education for all members of the faculty, including those in Liberal Arts. The difficulties for both sides are enormous and no adequate solutions have been developed.

From the industry side, management appears to be very reluctant to ask their staff to teach either on a full-time or, even, on a part-time basis as a part of their work assignment. Even if the company might consider such an arrangement, the selction of an approriate person who could teach at the college level would appear to present problems. A person that the company might release may not be acceptable to the college. On the other hand, the same situation holds true for the company with regard to accepting a LaGuardia faculty member. The issue of final authority to accept a person would clearly be a delicate issue. Management also, in several instances, expresses concern that they would not be able to provide appropriate positions for the faculty.

Two alternatives to the formal exchange program have emerged:

(a) The employment of business executives as teaching adjuncts, and

(b) A jointly planned and implemented in-service program for front line supervisors and college faculty.

Through various sources such as Coop Coordinators' industrial contacts at internship sites, the College has actively recruited industrial professionals to teach career courses. Each quarter approximately 35 B.L.I.P. people, having been prviously oriented to the required syllabi and course objectives, have taught regular three and four credit courses in Data Processing, Accounting, Business Management, etc.

The second alternative to the business exchange program is a joint in-service development effort. One major accounting firm has, for example, invited the college's accounting faculty to join them in their own professional development seminars that they offer to their staff.

A major New York corporation has made an even more innovative recommendation. They have indicated that they would be willing to plan, in conjunction with faculty and administrators from the college, a conference/workshop that would be directed towards particular needs by both institutions and directed towards a particular program area offered by the college. Corporate personnel at all levels would be released to make appropriate presentations and participate in the workshops. Secretarial Science is serving as the first area of idea exchange.

All college staff working with Secretarial Science students will participate. This includes not only faculty from the Secretarial Science area, but faculty from other business areas whose courses are required in the curriculum: Liberal Arts teachers who instruct the Secretarial Science student; Cooperative Education coordinators and Student Services counselors. If proven successful, this coordinated conference/workshop format will be developed for other disciplines and other companies.

Another suggestion made this year, but still at the feasibility-test stage, is for a company to contract with LaGuardia faculty to work on specific, short term company projects. In turn, funds provided by companies would be used to employ an increased number of business executives.

4. Labor Collaboration

Over the year, the college has strengthened its ties with Labor. The program for D.C.37 membership now enrolls approximately 300 students a year, primarily mature, minority individuals employed in clerical, secretarial and blue-collar functions in city agencies. Courses and counseling services offered at union headquarters allow students to take exploratory college-level courses in Secretarial Science, Business, Human Services, and Liberal Arts options. The College provides career and vocational counseling as an integral part of college orientation and selection of a course of study. Cooperative Education seminars offered on-site give students guidance into utilizing their present jobs as credit-bearing internships by fulfilling those various career educational objectives discussed earlier.

To strengthen the D.C. 37 LaGuardia Program, teachers and chairpersons began meeting with the union leadership to resolve problems (e.g., placement testing) and develop long-range strategies for program expansion. The provision of pre-admissions counseling at Union headquqrters and the commitment of a full-time(rather than adjunct) teachers to teach union courses have resulted from these planning sessions.

During the year, the Union and the City University requested that LaGuardia increase the college's administrative, registration and pre-college orientation role in the University-wide Union program.

LaGuardia staff have been meeting regularly with the staff of the American Association of Junior Colleges concerned with joint two-year college/labor programs. One result of these planning sessions was a multi-union meeting with LaGuardia to begin formulating new union-college programs. With the A.A.C.J.C. staff support, college-union collaborative efforts will take on a role similar to the one being played by the Employer/Education Council.

D. Summary and Recommendations Concerning Business-Labor-Government-Community College Collaboration

1. Business representatives can play a critical role in providing students with job-getting skills, including interview techniques and should be actively recruited and utilized by post-secondary institutions.

2. Thoroughly oriented and carefully selected business representatives can provide current and realistic information-advice regarding the career implications of education, those work issues that enhance student interest in academic study, new worker requirements being sought by employers, and labor market projections.

3. To secure a collaborative, and not merely a cooperative, relationship with industry, community college officials must make contact with policy-makers of business organizations and trade associations; traditional reliance on communications with personnel or public relations offices, tends not to yield adequate levels of industrial commitment toward implementing collaboration in its broader sense.

4. Business executives need to be thoroughly oriented to both the role of the community college today, as well as the evolving concept of career education. The "bottom line" for business executives, in the collaborative enterprise, is an economic one. Appeals to social responsibility, alone, have not proven to be successful arguments.

5. Alternatives to a formal business-college staff exchange/borrowing program need to be tested; the personnel and logistical issues in achieving either an exchange or a borrowing program, particularly in a time of economic strain, are difficult to resolve. Joint in-service development programs and organized idea exchanges are recommended as ways of achieving many of the anticipated outcomes of the more extensive exchange or borrowing notions. The employment of business executives as paid adjunct instructors is another effort that has yielded benefits to students and companies, alike, and should be systematically implemented.

6. Programs for labor-union members need to be specifically tailored to the needs of these students; courses should be offered at union headquarters or at work sites, as indicated, to reintroduce union members to formal education and ease their anxiety about returning to education; further, curricular content should initially reflect the interests and concerns of the working adult, and faculty empathetic to the worker should be assigned to the programs. After the introductory off-campus program, students could start to take courses on the regular college campus.

7. A conference co-sponsored by the community leadership to highlight the potential collaborative relationships among business, labor and education is useful to expose the non-academic community to the concept of post-secondary career education; earlier planning meetings and follow-up, as well as smaller conferences attended by policy-makers, are useful for securing high-level commitment.

VII. FACILITATING THE PRODUCTIVE USE OF LEISURE-TIME

A. LaGuardia Activities Prior to Contract Year

The U.S. Office of Education Policy Paper on Career Education (1974) defines work as "a conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others." This definition includes both paid and unpaid work. In doing so the policy paper extends career education's concerns to "the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time."

This U.S.O.E. Policy Statement resulted in LaGuardia's attempt during the contract year to systematically infuse the concept of "productive use of leisure time" into various offerings provided to both youth and adults. An initial assessment of students' leisure-time needs led to staff training on methods of program revision to reflect these needs, coordinated planning with referring community agencies and the introduction of leisure-time advisement.

It should be noted that "leisure" is perhaps the concept least dealt with to-date in the career education movement. Accordingly, as the College planned and implemented its leisure-time career education offerings, staff were seeking to determine the importance of it in post-secondary career education.

Previously, college offerings to recent high school graduates and to adults varied in the intensity with which the theme of "productive use of leisure time" was stressed. Prior to the contract year, curricular and co-curricular programs for the younger student only haphazardly dealt with the concept of leisure. Student activity opportunities, e.g., clubs, campus governance bodies, etc., focused on the development of leadership and social skills and the value of service to others. Little, however, was done to help students examine volunteer opportunities and recreational pursuits with a view towards life-long leisure-time productivity.

Adult- and community-oriented offerings, on the other hand, dealt with leisure time needs of students but in a way which varied from instructor to instructor. A review of the scope of LaGuardia's adult programs and the deficiencies existing prior to the O.C.E. contract will set in proper context this year's approach to career education as preparation for unpaid work.

Since its inception, LaGuardia has pursued the development of programs for adults on campus and in a variety of community settings. For the general public, courses and training programs in academic skills, occupational studies and meaningful, need-satisfying leisure prusuits have grown steadily to where they now serve approximately 4,000 students per year; these courses are supported by modest tuition which renders them readily accessible to the predominantly low-income, working class community in western Queens. More than a third of these students are recent immigrants and participate in English-as-a-Second-Language training prior to entering other educational programs.

LaGuardia also responded to requests from many adult groups and through its Division of Continuing Education, sought out populations that were lacking educational services. The focus for these programs has been on the need of our particular geographical area for persons with occupational and community leadership skills, and the needs of often socially or physically isolated groups such as inmates at the Queens House of Detnetion, deaf adults, senior citizens and older women seeking a larger role in society. Brief descriptions of some of LaGuardia's continuing programs for adults give a flavor of the college's outreach efforts, educational goals, and methods of program implementation:

1. Veterans Education Center: Operating since 1971, funded by HEW and other sources, the Veterans Education Center has provided a three month pre-college education and vocational counseling program for veterans who lack educational credential and occupational skills. The Center has

also served veterans who have entered LaGuardia through normal admissions channels. The pre-college program has served over 1200 students.

2. Impact: Funded by HEA Title I, Program IMPACT has been designed to provide leadership training to community residents in cooperation with three local neighborhood organizations: The Hellenic American Neighborhood Action Committee, with primarily Greek and Eastern European populations; Martin de Porres, a social service agency located in a predominantly Black housing project; and Frank C. Allessi and Joseph DiMarco Child Care Centers. Approximately 75 students per year participate in college level basic skills, Human Services and Social Science courses, supplemented by vocational and educational counseling. A major thrust of curriculum in this program is to teach students action-research methods which will enable them to explore and understand the political, bureaucratic and social service agencies in their community and to assume leadership roles in these organizations.

3. National Congress of Neighborhood Women Program: Through joint efforts with the National Congress of Neighborhood Women, LaGuardia has developed an educational program which addresses itself specifically to the needs of a culturally diverse group of adult working class women returning to school after a substantial break in their education. The program provides a community-based program which integrates the prior knowledge and life experiences of mature working class women. The curriculum is designed to help students understand and effectively negotiate the complex structure of private industry and to combat discriminatory practices. Supervised, credit-bearing internships in private and public employment sectors enable students to develop broadened self-concepts of themselves in work roles and to experiment with these roles in settings providing structure and guidance for self-development. This program enrolls 75 new students each year.

4. The Detention Center Program: The Program provides inmates of the Queens House of Detention with a wide range of educational opportunities, including developmental reading, high school equivalency preparation, English as a second language, and introductory college courses. Every inmate in the program receives vocational assessment, vocational counseling, career information and life skills education aimed at developing interpersonal, social, and technical skills needed to undertake a successful job search. A full-time placement counselor works with the vocational counselor in seeking to place inmates in meaningful employment or training in an appropriate setting upon release. The program funded by the Law Enforcement Assistance Administration, serves approximately 300 inmates annually.

5. Program for Deaf Adults: Under a Vocational Education Act grant from the State Education Department, LaGuardia maintains a counseling and education center offering a wide range of services to deaf adults. At LaGuardia, deaf adults may receive vocational assessment, counseling, and information on employment and training opportunities. The college provides courses in reading, language skills development, prevocational skills, interpersonal and social skills, and courses in leisure activities. Through Office of Vocational Rehabilitation support for individual students, training of college staff, and provision of special support services, the college has undertaken to make its entire degree offering, particularly the cooperative education program, available to deaf students.

6. District Council 37 Program: The District Council 37 of the Municipal Employees' Union sponsors for its members an educational program leading to an A.A. or A.A.S degree from LaGuardia (see the section on Business-Labor Collaboration for more details).

Despite many club and organizational opportunities available to the young undergraduate and the extensive community-based programs offered to adults, LaGuardia's educational effort had a number of deficiencies in its career educational approach to the productive use of leisure time:

a. LaGuardia's required freshmen orientation effort -- the Advisory Hour -- did not include an examination of the concept of leisure time and its more general theme, life-style preferences;

b. Teachers of the recent high school graduate varied in the degree with which they dealt with the leisure-time issue;

c. The movement of adult students from credit-bearing to non-credit bearing programs was made somewhat difficult since the two types of programs were administered by separate college divisions;

d. The community planning efforts to create relevant outreach educational efforts for the adult student frequently failed to focus on the leisure time needs of the target population; and

e. Virtually no inservice development programs for faculty and staff dealt with the issue of the productive use of leisure time.

B. Contract Year Objectives

During the contract year LaGuardia attempted to overcome the weaknesses identified earlier by integrating the theme of leisure time within programs offered to young and adult students. Specifically, the College aimed to introduce the topic of "life style preferences" into the Freshmen Advisory Hours, to develop and test a Philosophy course "Work and Leisure" for day session as well as evening session students, to work with community representatives in identifying leisure-time needs of their constituencies, and to offer leisure time counseling to Continuing Education students.

C. Developments During the Contract Year

New students enrolled in the Advisory Hour Program were introduced to the concept of leisure time within a general discussion of their hopes for future life styles. The "Life Style" section of the "Guide to Successful Career Planning" was used as a basis for counselor-led discussions on the role of non-paid work activities in developing a satisfactory way of living. In follow-up discussions, students were encouraged to pursue currently available student activities and cultural opportunities with an eye toward their leisure time needs.

Teachers were assisted in the infusion of the "leisure time" theme into their course work by the "Faculty Guide to Career Education." One approach to classroom infusion described there is the recreational utility of the subject matter being taught.

A 3-6 credit course "Work and Leisure," was developed in accordance with the TAR model, as a Philosophy elective for all LaGuardia students, both day and evening students. Evening students, mainly working adults, were able to take this course as a Cooperative Education elective, wherein their field (syllabi) assignments were directed toward both their jobs and their leisure time. It covered items such as whether work and leisure are really incompatible, utilizing leisure time to satisfy those ego needs that one's job is unable to satisfy, etc.

The expansion of the productive leisure-time theme within adult-oriented offerings was facilitated by the Adult Career Education Advisor employed by the Continuing Education Division. He provided staff development to instructors of adult students, organized idea-exchanges with representatives of community agencies, and in both group and individual settings, counseled students on their career-educational needs concerning paid and unpaid work pursuits.

Instructors of non-credit courses were seen as the primary contact to assist students in considering the entire spectrum of leisure activities and its relation-

ship to productive activity. In-service workshops, held for all Continuing Education instructors, examined the rationale for student course choices and demonstrated ways in which instructors could assist students in planning leisure-time pursuits. Instructors were oriented to the College resources, including the Career Resource Center, so that they would be able to make appropriate referrals. The workshops were followed up by small group consultation sessions with teachers, presentations in Continuing Education classes and individual counseling for students considering expanded leisure time options.

"Productive Use of Leisure Time" was the theme of a workshop for community agency directors and counselors serving populations ranging from young adults to senior citizens. The sessions examined the ego needs and ego satisfiers as factors influencing the choice of leisure time pursuits and the dynamics of such choices in the context of life stages. The Adult Career Education advisor conducted on-site follow-up sessions at the individual agencies on the productive use of leisure time and career planning, emphasizing the way in which the resources of LaGuardia could be utilized.*

For credit and non-credit evening students, the college conducted career exploration sessions, emphasizing skills and interests emanating from leisure activites, the role of leisure activities in one's life-style and the possiblity of turning leisure pursuits into career options. An adult version of the "Student Guide to Successful Career Planning" was used.

The group and individual sessions, led by the Career Education Advisor, facilitated the movement of adult students from non-credit to credit-bearing programs, and vice versa. This ease-of-flow was enhanced by the administrative consolidation of evening degree programs and all non-credit offerings.

*See Volume III for data pertaining to how agency representatives perceived the value of such workshops.

LaGuardia's experience during the contract period revealed that while "the productive use of leisure time" is of some interest to the younger student, it is of greater concern to the adult. Unfortunately, in this bleak labor market for many segments of LaGuardia's community, the productive use of spare time is of less importance to the unemployed than is the getting of a job. It seems that as one achieves career stability, or as one prepares for retirement, leisure-time use becomes a more salient concern -- a concern which the college must address.

D. Summary and Recommendations Concerning the Productive Use of Leisure Time

1. College orientation and career planning efforts should focus on the productive use of leisure time; "life-style preferences" is a general topic in which leisure time logically fits. The leisure-time learning benefits that result from involvement in campus student activities should be stressed.

2. A systematic approach to the curricular infusion of the leisure-time theme should be presented to teaching faculty of both credit and non-credit programs as part of inservice development.

3. Students should be able to move with ease between credit and non-credit programs.

4. College consultation with community-agency representatives on leisure-time needs should be undertaken to improve agency guidance and student referrals to specific college programs; this consultation should also affect the nature of campus offerings.

5. A staff position, Adult Career Education Advisor, can facilitate student appraisal of leisure-time needs and can assist faculty members in implementing a structured approach to curricular infusion of the leisure-time theme.

VIII. CONDUCTING A NATIONAL CONFERENCE TO DEMONSTRATE THE RESULTS OF THE PROJECT

From September 18th to September 20th, 1977, LaGuardia hosted a national conference in New York City to demonstrate the results of the 15-month project. The institutions invited to send high-level representatives to the conference were selected by the Office of Career Education. The American Association of Community and Junior Colleges participated in the development of the agenda.

A. The institutions and agencies, and their representatives participating in the conference were:

Chatachoochee Valley CC - Phoenix City, Alabama
President Ralph M. Savage
Dean John B. Vance

Maricopa Tech CC - Phoenix, Arizona
Dean of Student Services

Grossmont CC - El Cajon, California
Dr. Erv R. Metzgar, President
Dean Allan Paul
Dr. Robert N. Burnham
Mr. Robert Webb

Golden West CC - Huntington Beach, California
President Lee A. Stevens

Orange Coast CC - Costa Mesa, California
Mrs. Nell M. Woodward, Chairperson

North Orange (Cypress) CC - Cypress, California
President Omar H. Scheidt

Los Angles Valley CC - Van Nuys, California
President Alice Thurston

El Camino CC - Torrance, California
Vice President Sam Schauerman

Arapahoe CC - Little, Colorado
Dean Marvin P. Sondalle
Prof. Don Carson

Northeastern Junior College - Sterling, Colorado
Dean Dick Gritz

Housatonic CC - Bridgeport, Connecticut
Dr. Vincent S. Darnowski, President
Dr. Parker Lansdale, Executive Director
Dr. Mimi McGrath, former LaGuardia employee

South Central CC - New Haven, Connecticut
Dr. W. DeHomer Waller, President

Brevard CC - Cocoa, Florida
President Maxwell C. King

Broward CC - Fort Lauderdale, Florida
Dean David A. Groth

Daytona Beach CC - Daytona, Florida
Dr. Charles H. Polk, President

Florida Junior College - Jacksonville, Florida
Dr. H. James Owen, Vice President

Miami Dade CC - Miami, Florida
Dr. George Mehallis, President

DeKalb CC - Clarkston, Georgia
Dean Barry L. Mellinger

City College of Chicago - Chicago, Illinois
Dean Clifford D. Fields

Indiana Vocational Tech - Indianapolis, Indiana
Dean J. William Ullery

Kirkwood CC - Cedar Rapids, Iowa
President Selby A. Ballantine
Mr. Larry Willis, Director of Career Education

Brown-Machile College - Salina, Kansas
Mr. Gary Talley, Administrative Affairs Adm.

Hutchinson CC - Hutchinson, Kansas
Dr. James Stringer, Dean of Student Services

Somerset CC - Somerset, Kentucky
Dr. Daryl Vanderwilt, Associate Director

University of Maine at Agusta - Aguata, Maine
David W. Wheeler, Coordinator of Placement

Prince George Tech College - Largo, Maryland
Daniel C. Wise, Dean
Dorothy L. Medert

Springfield Tech CC - Springfield, Massachusetts
President Robert C. Geitz

Wayne County CC - Detroit, Michigan
President Reginald Wilson
Ms. Mildred Tanner, Academic Affairs Adm.
Mr. Fred Tanner, Academic Affairs Adm.

Itawamba Junior College - Itawamba, Mississippi
James Pettigrew, Coop Director

Alburquerque Tech Voc. Inst. - Alburquerque, New Mexico
Harold W. Jackson, Vice President

Milford Tech Inst. - Milford, Nebraska
Dr. Robert E. Klabines

Western Nevada CC - Carson City, Nevada
Dean Marcia Berasin

Brookdale CC - Lincroft, New Jersey
Dr. Donald Smith, President
Dr. John F. Gallagher
Mr. Harvey Schmelter
Mr. Norton Millner

Asnuntuck CC - Enfield, Connecticut
President Daniel R. McLaughlin
Mr. William Searle, Dean of Instruction
Mr. Laroy Brown, Supt. of Schools
Mr. Nick Heldreth, Mgr. of Manpower Development & Training
Mr. Jack J. Healy, V.P. Lego Systems
Mr. Joseph Uehlein, Admin. Aide, Connecticut State Labor Council

Fashion Institute of Technology - New York, New York
President Marvin Feldman

Villa Maria College - Buffalo, New York
Sr. M. Pachomia Lenda

Jamestown CC - Jamestown, New York
David W. Petty, Dean of Instruction

Borough of Manhattan CC - New York, New York
Dean D. Fitzgerald
Ms. Harriet Van Sickle, Associate Dean

North Dakota State School of Science - Wahpeton, North Dakota
Dr. Clair T. Blikre, President
Mr. Rich Hauck

Sinclair CC - Dayton, Ohio
Clifford Peterson, Vice President

Oklahoma State Tech - Okmulgee, Oklahoma
Wayne M. Miller, Director

Claremore Junior College - Claremore, Oklahoma
Dr. Richard H. Mosier, President
Betty Jackson, Vice President

South Oklahoma Junior College - Oklahoma City, Oklahoma
R.P. Harrington, Dean

Lane CC - Eugene, Oregon
Dean Gerald Asmussen

Portland CC - Portland, Oregon
Dr. Amo DeBernardis, President

Chemeketa CC - Salem, Oregon
Dr. George Moore, Coordinator

Delaware CC - Media, Pennsylvania
N. Dean Evans, Vice President
James Donald, Director of Career Education

Williamsoport Area CC - Williamsport, Pennsylvania
David Heiney, Assistant Dean
Larry Emery, Director of Career Development Center
William Bradshaw, Director of Coop Ed.

Piedmont Technical College - Greenwood, South Carolina
Dr. Lex Walters, President

Tri County Tech College - Pendleton, South Carolina
Dr. Don C. Garrison, President

Richland College - Dallas, Texas
Sharon Griffith, Dean

Tarrant County Junior College - Fort Worth, Texas
Joe B. Rushing, Chancellor

Mountain View College of the Dallas C.C. District - Dallas, Texas
President David M. Sims

Community College of Vermont - Montpelier, Vermont
Alice Hooper, Career Coordinator
Nancy Fried, Learning Support Coordinator

Northern Virginia CC - Anandale, Virginia
Mr. Anthony C. Tardd, Counselor of Student Services

J. Sargeant CC - Richmond, Virginia
Dr. S.A. Burnette, President

Wytheville CC - Wytheville, Virginia
Ms. Noreen Holston, Coordinator of Counseling

John Tylor CC - Chester, Virginia
President John W. Lavery

Fort Steilacoom CC - Tacoma, Washington
Dr. Robin H. Stauffer, President

Seattle CC District - Seattle, Washington
Dr. John W. Casey, President

Yakima Valley CC - Yakima, Washington
Les Vierra, Dean

Milwaukee Area Tech CC - Milwaukee, Wisconsin
Bernard D. Greeson, Dean

Cincinnati Tech College - Cincinnati, Ohio
President Frederick B. Schlimm
Dr. Gordon L. Snowbarger, Vice President

Chattanooga State Tech College - Chattanooga, Tennessee
President Charles W. Branch

College of San Mateo - San Mateo, California
President David H. Mertes

University of Houston - Houston, Texas
Ms. Nel Carr

AACJC - Washington, D.C.
Dr. Richard Wilson, Vice President
Mr. William Abbott, Director, Union-Community College Project

National Commission for Cooperative Education
Ms. Janice Firestein

Mohawk Valley Community College - Utica, New York
Robert E. Barde, Dean of Academic Affairs

Greater Hartford CC - Hartford, Connecticut
Arthur C. Banks, Jr., President
Walter J. Markiewicz, Dean of the College

Albany Junior College - Albany, Georgia
Dr. B.R. Tilley, President

Virginia Western CC - Roanoke, Virginia
Harry Nickens

Jefferson CC (University of Kentucky) - Louisville, Kentucky
T. Steve Yeager, Coordinator

Truman College - Chicago, Illinois
Dr. Wallace B. Appelson, President

Reading Area CC - Reading, Pennsylvania
Dr. Lewis Ogle, President
Gene Williams
Robert Zimmerman

San Jose CC - San Jose, California
Myrna Harrison, Dean of Instruction

Merritt College - Oakland, California
Dr. Donald Godbold, President
Carolyn Schuetz, Coordinator

Utah Technical College of Salt Lake
Jay L. Nelson, President

Foothill College - Los Altos, California
James S. Fitzgerald

Cerro Coso CC - Ridgecrest, California
Dr. Richard S. Meyers

Cincinnati Technical College
Mr. Fred Schlimm

Shasta Community College - Redding, California
Dr. Dale Miller
Dr. Charles D. Miller, Chairman of the Board of Trustees

Manatee Jr. College - Bradenton, Florida
Cyrus Chriswell, Dean of Students

Cuyahoga CC
Dr. Nolen M. Ellison, District Chancellor

San Francisco CC - San Francisco, California
Dr. Herbert Sussman, Chancellor/Supt.

St. Louis CC - Missouri
Dr. Lawrence J. Wolf, Associate Dean

Community College of Baltimore - Maryland
Dr. Rafael Cortada, President
Dr. Ray Bowen, Vice President

Bronx Community College - New York, New York
Professor Constance Lerner

Macombs County CC - Warren, Michigan
Dr. Lyle R. Robertson, Vice President for Instruction

Technical Community College - Santurce, P.R.
Efren Figueroa Banitez, J.D., Chancellor

Jefferson State Junior College - Burmingham, Alabama
Dr. Pat Wallace

Tatiolani Community College - Honolulu
Dr. Joyce Tsunoda, Provost
Dr. Leon Richards, Assistant Dean of Instruction

Mountain Empire Community College
Mrs. Revonda Williams, Division Chairperson Engineering & Asst. to the Pres.

Ocean Community College - Toms River, New Jersey
Wilmot F. Oliver, Dean of Instruction
Joseph H. Roberts

Labette Community College - Parsons, Kansas
James J. Altendorf, President

State Tech Institute at Memphis - Memphis, Tennessee
Dr. Coby V. Smith, Divison Head of Planning & Development Department

Roxbury Community College - Roxbury, Massachusetts
Willie Booker, Director of Cooperative Education
Kenneth Duke, Assistant Director of Cooperative Education

Corning Community College - Corning, New York
Don Beck

The program is included below.

B. Conference Program

IMPLEMENTING CAREER EDUCATION AT THE COMMUNITY AND JUNIOR COLLEGE

September 18-20, 1977 - Doral Inn, New York City

PROGRAM

Sept. 18th	Opening Session
5:00 - 6:30 p.m.	Registration
6:30 - 7:30	Mixer - Cash Bar
7:30	Dinner - Keynote Presentations
7:30 - 7:45	Introduction and Welcome Dr. Joseph Shenker, President Fiorello H. LaGuardia Community College
7:45 - 8:15	Career Education In The Community And Junior College: I - The Evolving Need Dr. Richard Wilson, Vice President for Programs American Association of Community and Junior Colleges II - Responding To The Need Dr. Kenneth Hoyt, Professor of Education University of Maryland: Former Director, Office of Career Education, U.S. Office of Education

This Conference is conducted under a contract between
F.H. LaGuardia Community College
and the
Office of Career Education, U.S. Office of Education

Program Continued

Sept. 19th	Morning Session
	Session Chairperson
	Ms. Janice Firestein, Associate Director National Commission for Cooperative Education
8:30 - 10:00	Breakfast/Opening Session
	Career Education At The Two-Year College: 3 Operational Models
	Dr. N. Dean Evans, Vice President Delaware County Community College
	Dr. James Stringer, Dean of Students Hutchinson Community College
	Dr. Joseph Shenker, President Fiorello H. LaGuardia Community College
10:00 - 10:45	General Session/Career Exploration And Advisement
	Dr. D. James Donald, Career Education Coordinator Delaware County Community College
	Dr. Jeffrey Kleinberg, Associate Dean of Students Fiorello H. LaGuardia Community College
10:45 - 11:00	Coffee Break
11:00 - 12:15	Workshop Sessions: Career Exploration And Advisement
	1. The College-Wide Career Resource Center
	2. The Career Sample: Reality-Based Simulations
	3. Career Advisement Through A Specialized Counseling Program
	4. Career Exploration Seminars For The Undecided Liberal Arts Major
	5. Career Exploration For The Disabled Student
	6. Career Exploration For The Adult Learner

12:30 - 2:00 General Session - Lunch

Luncheon Speaker

Donald C. Doele, Vice President - Personnel Resources
McGraw-Hill, Inc.

2:00 - 2:45 Afternoon Session

General Session: Teaching Career Educational Concepts & Skills In The Classroom

Marvin P. Sondalle, Dean of Students
Arapahoe Community College

Dr. Joel Millonzi, Chairperson, Social Science Division
Fiorello H. LaGuardia Community College

Dr. Flora Mancuso, Assistant Dean of Faculty
Fiorello H. LaGuardia Community College

2:45 - 4:00 Workshop Sessions: Teaching Career Educational Concepts & Skills In The Classroom

1. Business Communication Skills: Written and Oral
2. Simulated Job Interviews
3. Infusing Career Education Into Basic Skills Courses
4. Broadening The College's Technical Curricula
5. Teaching Liberal Arts Concepts Within The Contextual Theme Of Work
6. Integrating The Classroom And Co-op: Liberal Arts
7. Integrating The Classroom And Co-op: Technical Curricula

Sept. 20th	Morning Session
	Session Chairperson
	Joseph Stapleton, Dean of Administration Fiorello H. LaGuardia Community College
8:30 - 9:45	Breakfast - General Session
	Cooperative Education As The Reality-Test Of Career Educational Concepts And Skills
	Dr. Lee A. Stevens, President Golden West College
	Dr. Irwin Feifer, Director of Educational Programs Fiorello H. LaGuardia Community College
9:45 - 10:45	Workshop Sessions: Cooperative Education & Career Education Reality-Test Workshops
	1. Different Types of Cooperative Education Models
	2. Internship Development
	3. Internship Seminars & Their Role In Guiding The Learning At The Workplace
	4. Coop And The Basic Skills
	5. The Educational Role Of The Coordinator
10:45 - 11:00	Coffee Break
11:00 - 11:30	The Business/Labor/Education Council: A Strategy for Collaboration
	Mr. William Sloboda, Executive Vice President The New York Board of Trade
11:30 - 12:15	Career Education Outcomes: Student-Employer-Faculty Panel Discussion
	Dr. Sheila C. Gordon, Associate Dean, Cooperative Education Fiorello H. LaGuardia Community College
12:30 - 2:00	General Session - Lunch
	Luncheon Speaker
	William L. Abbott, Director, Service Center for Community Colleg Labor Union Cooperation American Association of Community and Junior Colleges

Program Continued

2:00 - 3:00 — Impact of Career Education: Some Preliminary Findings

Dr. Daniel Ehrlich, Director of Institutional Research
Fiorello H. LaGuardia Community College

3:00 — Summary of Conference Proceedings

Ms. Ellen Kennelly, Career Education Project Associate
Fiorello H. LaGuardia Community College

(The conference was the major dissemination effort aimed at community colleges throughout the United States. Another was a series of five newsletters, called ACCESS, which presented updated progress reports on all career education developments at LaGuardia. ACCESS was mailed to the presidents of all the two-year colleges on the Office of Education mailing list.)

METHODOLOGY: TASKS AND ACTVITIES AND TIME FRAMES, CORRESPONDING TO EACH PROJECT OBJECTIVE

OBJECTIVE A: TO ESTABLISH A CAREER RESOURCE CENTER

Task 1: To administratively consolidate within the CRC existing campus career education co-curricular services, e.g., career library, computerized information system, advisement and simulated job interviews.

Activity a: Meet with college officers of the appropriate divisions now responsible for campus career education services and plan for the administrative relocation of these services.

(Completed: 7/15/76)

Activity b: Work with college facilities officer to house the services designated in appropriate space within Center.

(Appropriate space has been designated for the CRC in LaGuardia's totally renovated campus facility, but construction delays have prevented its relocation during the contract year. However, the present CRC location has been adequate for this year's activities.)

(Completed: 7/30/76)

Activity c: Develop communication mechanisms to insure that related services are offered in a coordinated way.

(Completed: 7/30/76)

Task 2: To recruit, hire and orient Career Resource Center Director, whose role would be to coordinate the diverse services housed at the Center.

Activity a: Task revised to designate CRC direction to project co-director, who supervises CRC manager.

(Completed: 7/15/76)

Activity b: Orient manager to the career education specific capabilities of various divisions with the college.

(Completed: 7/15/76)

Task 3: To recruit, hire and orient other proposed Career Resource Center staff (i.e., career counseling aides.)

Activity a: Locate and hire CRC peer counseling aides.

(Completed: 7/15/76)

Activity b: Orient staff to LaGuardia's career education approach.

(Completed: 7/30/76)

Task 4: To install the coordinated service plan for student and faculty users of the CRC.

Activity a: Design and develop detailed manuals to meet the needs of faculty and student users of the CRC.

Student "Guide to Career Education at LaGuardia."

(Completed: 8/31/76)

Faculty "Guide to Career Education Infusion."

(Completed: 1/25/77)

Activity b: Disseminate information through faculty meetings re: capability of various Center components.

(Completed: 9/9/76)

Orientation to Faculty "Guide."

(Completed: 4/30/77)

Activity c: Develop and implement referral mechanisms aimed at providing easy access to Center's service components.

(Completed: 8/20/77)

Activity d: Implement said referral mechanisms and service plan, monitoring the efficacy of these procedures.

(Completed: 9/30/77)

Task 5: To design and develop a simulation laboratory to furnish both business and liberal arts majors with convenient access to a workplace.

Activities a - d: Task revised to have simulation modules housed in existing college laboratories.

Simulation module format developed. (Completed: 12/20/76)

Simulation module developed. (Completed: 3/1/77)

Simulation modules pilot-tested and evaluated during Freshmen Career Advisory Hours. (Completed: 6/5/77)

Additional Task: The Creation of a course entitled, "The Peer Tutor Experience."

Activity a: Pilot testing of course. (Completed: 6/5/77)

OBJECTIVE B: TO CONDUCT A SYSTEMATIC PROGRAM FOR INVOLVING LAGUARDIA FACULTY IN INFUSING C.E. CONCEPTS INTO THEIR INSTRUCTIONAL ACTIVITIES

Task 1: Adaptation of TAR model to additional LaGuardia courses. Task revised to include adaptation of TAR model to all introductory courses offered at the College.

Activity a: Selection of courses and coordinate faculty delegated teams. (Completed: 10/1/76)

Activity b: Review of course syllabi and opportunity for application in internships. (Completed: 11/1/77)

Activity c: Development of TAR sequential syllabi.

Completion date delayed for some syllabi due to personnel changes and lengthy college requirement for obtaining approval of curricular changes. (Completed: 7/1/77)

Task 2: Process and Product evaluations of TAR courses currently under development.

Activity a: Consumer and provider evaluation of each component of the Data Processing TAR sequence.

Design of evaluation instruments. (Completed: 12/10/76)

Administration of evaluation instruments. (Completed: 6/1/77)

Tabulation of evaluation data. (Completed: 7/1/77)

Additional Activity: Process evaluation of TAR development. (Completed: 9/30/77)

Task 3: Review the LaGuardia course catalogue to focus all LaGuardia courses towards related C.E. opportunities.

Course catalogue modification became part of the larger task of restructuring the Liberal Arts curriculum.* The following addtional activities were undertaken in this regard:

Design of CORE courses to be required of all L.A. Majors. (Completed: 6/1/77)

Completion of L.A. curriculum revision report to serve as basis for catalogue revision. Publication pending college approval. (Completed: 6/1/77)

Task 4: Provide in-service training to L.A. faculty members in how to teach career education internship seminars to L.A. majors and the opportunity to teach same.

Task revised to release two faculty to design and implement a new L.A. Cooperative Education internship seminar and to train other faculty to teach it.*

Internship seminar designed. (Completed: 3/19/77)

Internship seminar pilot tested. (Completed: 6/15/77)

Training of L.A. faculty. (Completed: 9/30/77)

Task 5: Provide work-study experiences as the motivational vehicle to sustain students requiring heavy English and Math remedial work.

Task revised to provide for redesign of basic skills program, incorporating the TAR model, which will allow remedial students to have earlier internship experiences.

Redesign of Basic Skills Program. (Completed: 6/1/77)

Task 6: The utilization of LaGuardia faculty in freshmen Career Advisory Hours.

Task revised to pilot test course with incoming freshmen during the Spring academic quarter.

Activity a: Planning of paired Advisory Hours with the Introduction to Social Science course. (Completed: 3/1/77)

*See Vol. I for elaboration

Activity b: Provide paired course to freshmen. (Completed: 6/5/77)

OBJECTIVE C: PROVIDE IN-SERVICE EDUCATION IN CAREER EDUCATION FOR ALL MEMBERS OF THE FACULTY, INCLUDING THOSE IN LIBERAL ARTS.

Task 1: Development and provision of on-going, bi-monthly workshops for all faculty.

After initial planning sessions with College administrators, department heads and workshops presented during professional development periods, small group meetings replaced the bi-monthly workshop format for the duration of the contract year.* (Completed: 9/30/77)

Task 2: Development of a three month professional exchange program between industry and LaGuardia Community College.

Negotiation efforts were undertaken from 7/15/76 to 6/5/77 with business and industry to establish a professional exchange program. A mutually acceptable exchange model could not be developed; however, several in-service training programs have been planned as a result of the negotiations. (Completed: 6/5/77)

Additional Task: Development of a model for infusion of C.E. concepts into LaGuardia's Basic Math course requirement and training Math instructors in how to conduct such infusion.

As a result of the study of the feasibility of infusing C.E. concepts into Math courses, an infusion model was developed for Elementary Statistics I.

Activity a: Redesign of course syllabi. (Completed: 3/1/77)

Activity b: Pilot test of course. (Completed: 6/5/77)

OBJECTIVE D: SECURE THE INVOLVEMENT OF THE BUSINESS-LABOR-INDUSTRY-PROFESSIONAL COMMUNITY IN A COLLABORATIVE RELATIONSHIP WITH THE COLLEGE.

The conference to coalesce the Employer/Educator Council was delayed until 5/77 to insure adequate support. The Council was formed as a direct result of the Conference. (Completed: 6/30/77)

*See Vol. I for elaboration

OBJECTIVE E: PROVIDE SPECIFICALLY FOR THE USE OF BOTH PROFESSIONAL AND NON-PROFESSIONAL PERSONNEL FROM THE B.L.I.P. COMMUNITY IN HELPING STUDENTS IN CAREER EDUCATION ON CAMPUS OF THE COMMUNITY COLLEGE.

Task 1: To "borrow" industrial professionals from representative companies to serve as full-time Cooperative Education professors at LaGuardia Community College.

Negotiations with business representatives from 8/1/77 to 6/5/77 had indicated that the "borrowing concrpt" is feasible. However, business was unwilling to make specific commitments to "loan" executives to the College.*

Task 2: To recruit industrial professionals to teach regular LaGuardia courses as Adjunct Professors; i.e., to infuse academic inputs with industrial inputs.

Activities a, b, and c: The recruitment, orientation of business representa- began 7/1/76. They have been teaching course since 9/6/76, through the duration of the contract.

(Completed: 9/30/77)

Task 3: To recruit the industrial people to teach Career Development seminars to student who participate in Cooperative Education while in high school in New York City.

Task was eliminated from contract activities since New York teacher certification policy does not permit uncertified personnel to teach within the school system. Instead H.S. Co-op staff effectively performed this function.

Additional Task: To utilize non-professional B.L.I.P. people to help students in career education on campus. (Completed: 9/30/77)

OBJECTIVE F: INSURE THAT CAREER RELATED WORK EXPERIENCE OPPORTUNITIES ARE PROVIDED FOR STUDENTS ENROLLED IN OCCUPATIONAL EDUCATION PROGRAMS, AND FOR STUDENTS ENROLLED IN LIBERAL ARTS PROGRAMS.

Task 1: To continue to provide LaGuardia's comprehensive credit-bearing Cooperative Education program to all students, the cost of which will be absorbed by the College. (Completed: 9/30/77)

Additional Task: The development of a new career-educationally focused Cooperative Education program for adults (most of whom are working full-time) who attend LaGuardia during the evening. (Completed: 9/30/77)

*See Vol. I for elaboration.

OBJECTIVE G: PROVIDE OFFERINGS FOR COMMUNITY CITIZENS (BOTH YOUTH AND ADULTS) INTERESTED IN THE PRODUCTIVE USE OF LEISURE TIME, INCORPORATING THE CONCEPT OF "WORK" AS DEFINED ON PAGE 2 OF ATTACHMENT D.

Task 1: Incorporating the conceptual understanding of leisure into all adult course offerings.

Task was delayed due to restructuring of Continuing Education Division and consequent delay in hiring Leisure Activities Counselor. (Completed: 5/7/77)

Task 2: Creation of a special TAR course for Adults, "Work and Leisure."

Task delayed due to design problems; course had to be redeveloped.

Activity a: Development of course. (Completed: 3/1/77)

Activity b: Pilot testing of course. (Completed: 6/5/77)

OBJECTIVE H: CONDUCT A NATIONAL CONFERENCE AT THE SITE, DESIGNED TO DEMONSTRATE THE RESULTS OF THE PRODUCT.

Activity a: Plan for conference and implement plans. (Completed: 7/1/77)

Activity b: Conduct Conference. (Completed: 9/20/77)

OBJECTIVE I: DISSEMINATE INFORMATION ABOUT THE COMPREHENSIVE CAREER EDUCATION COMMUNITY COLLEGE MODEL IN WAYS OVER AND BEYOND THE CC CONFERENCE, CITED IN OBJECTIVE H. (Completed: 9/30/77)